

# EDUC 5555

## Assessment and Intervention

Class 4

# Class 4 Objectives for Block 1

- **Students will have a BASIC Understanding of Statistics**
  - Measures of Central Tendency
  - Measures of Spread or Dispersion
  - Bias
  - Reliability and validity
  - Criterion and norm referenced tests

# Disclaimer to Participants

Please note: Block 1 is meant to only last one hour. We are only attempting to give a **brief** overview of stats, as we will be learning more about this in the next course, EDUC 5535.

So, put on your seatbelts... this is going to be a fast ride. 😊



# Measurement and assessment

- Measurement: an evaluation expressed in quantitative (numerical) terms
- Assessment: procedures used to obtain information about student performance



# Standardized tests

- Assessment instruments given to large samples of students under uniform conditions and scored according to uniform procedures

For example: ACT, SAT, GRE, Iowa's BST, Praxis, CBM's, and many of the achievement tests you took in school.

**Norm-referenced testing:** Testing in which scores are compared with the average performance of others.

## Norms

- An individual's score on a standardized test is compared to some kind of “normal” group.
- Norming group: the representative group of individuals whose standardized test scores are compiled for the purpose of constructing national norms.
- National norms: scores on standardized tests earned by representative groups of students from around the nation to which an individual's score is compared.

Your score on achievement tests such as SAT or ACT was compared to the scores of the norming group.

# Criterion-referenced test interpretations

- Testing in which scores are compared to a set performance standard.
- The test you took to get a driver's license was criterion-referenced.
- Criterion-referenced tests measure mastery of concepts or skills.
- Criterion-referenced scores can be used to predict success in other assessments
  - i.e. the Canyon's R-CBM benchmark score is set to predict success on the ELA CRT, allowing time to intervene prior to a high-stakes test

# Descriptive statistics

- Frequency distributions
- Measures of central tendency
- Measures of variability
- Normal distribution



# Frequency distribution

Scores on 50 point test:

48, 47, 46, 45, 45, 44, 44, 44, 44, 44, 43, 43,  
43, 43, 42, 42, 42, 42, 41, 41, 41, 40, 40, 39,  
39, 38, 38, 37, 36, 35

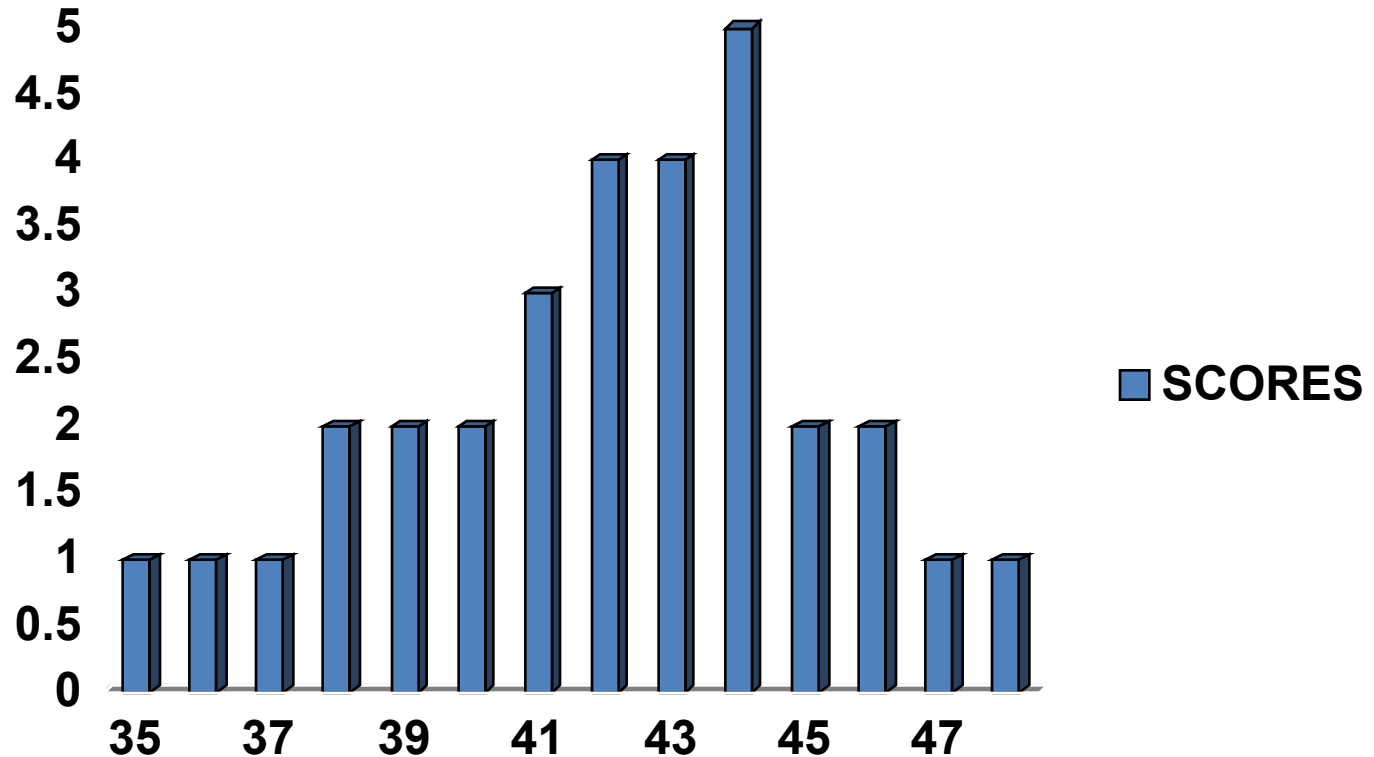
This arrangement doesn't tell you much.

This arrangement shows you more about what happened. Remember the general shape that is defined by the x's. It will be important.

									X				
							X	X	X				
						X	X	X	X				
			X	X	X	X	X	X	X	X	X		
X	X	X	X	X	X	X	X	X	X	X	X	X	X
35	36	37	38	39	40	41	42	43	44	45	46	47	48

A **frequency distribution** is a distribution of test scores that shows a simple count of the number of people who obtained each score.

# Histogram



The same frequency distribution can be represented by a histogram: a bar graph of a frequency distribution.

By the way, as a teacher, what do you think of this group of scores?

# Thinking about the scores

- Clearly no one had mastery of the material—out of a 50 point test, no one answered all questions correctly.
- So, the next question is, does this have something to do with the nature of the students, the nature of the teaching that went on, or the nature of the assessment? Why did so few students do well on this test?
- An assessment is not just information gathered about students; it also represents something about teaching and potentially something about the assessment procedures themselves.

# Measures of Central Tendency

- Mean: average score
- Median: middle score
- Mode: most frequent score

Measures of central tendency are quantitative descriptions of how a group performed as a whole.

# More about measures of central tendency



Imagine a classroom that has one “genius” and 20 ordinary people. The genius’ s score will artificially raise the average of the class.

**Median and mode** are **not** as affected by a single “outlying” score.

# And another thing....

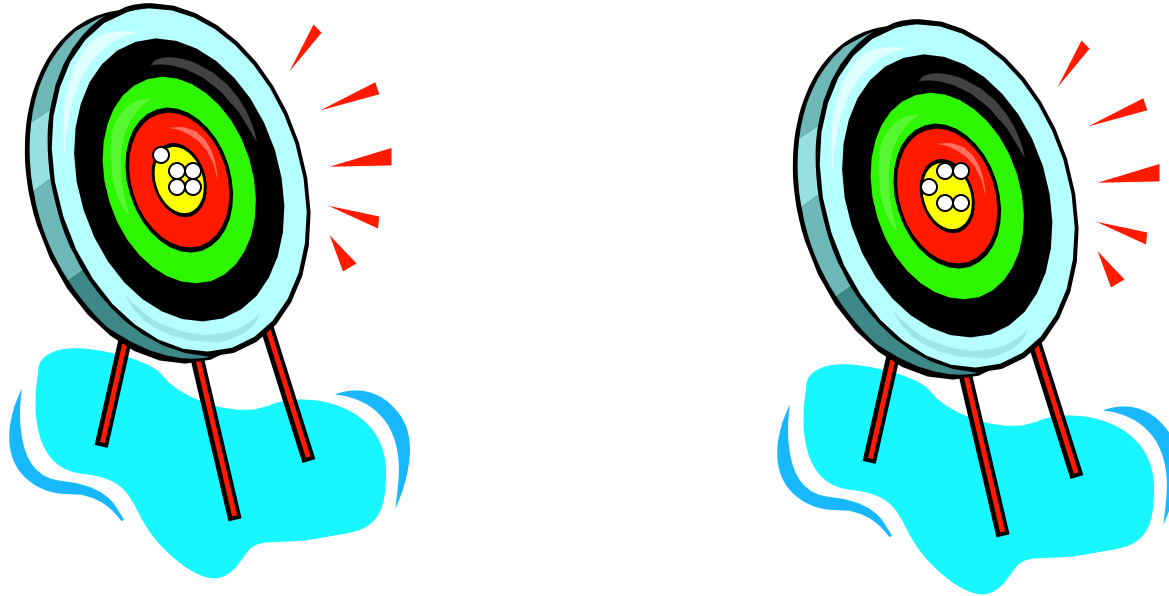
			X					X			
			X					X			
			X	X				X			
		X	X	X			X	X	X		
X	X	X	X	X	X	X	X	X	X		
X	x	X	X	x	X	X	X	X	X	X	X
60	61	62	63	64	65	66	67	68	69	70	71

You might have a frequency distribution that looks like this. For example, if you measured the heights of a group of men and women, you would have a “bump” for the average height of men and another “bump” for the height of the women. This situation would mean that you have two modes (63 and 68 inches in this case) and your collection of numbers would be “bimodal.” Keep in mind that “average” for the whole group in this case would be somewhere between the men and the women. The average wouldn’t really represent what is going on here very well.

# Measures of Spread or Dispersion

- Range: the distance between the top and bottom score in a distribution of scores
- Standard deviation: a statistical measure of the spread of scores
- Variability: degree of difference from mean

# Standard deviation

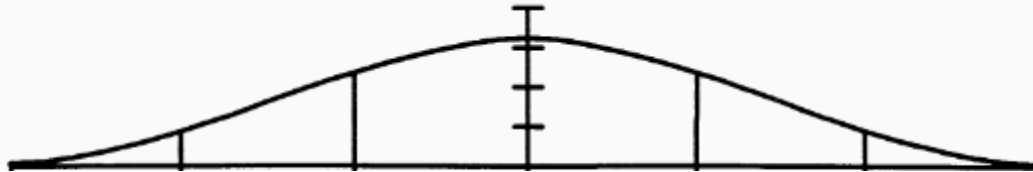


Who is the better shot? Standard deviation could tell us because it is essentially the average deviation from the norm. We would measure the distance between each hole and the center of the target and then average those distances to come up with the standard deviation. The archer with the lowest standard deviation would be the better archer.



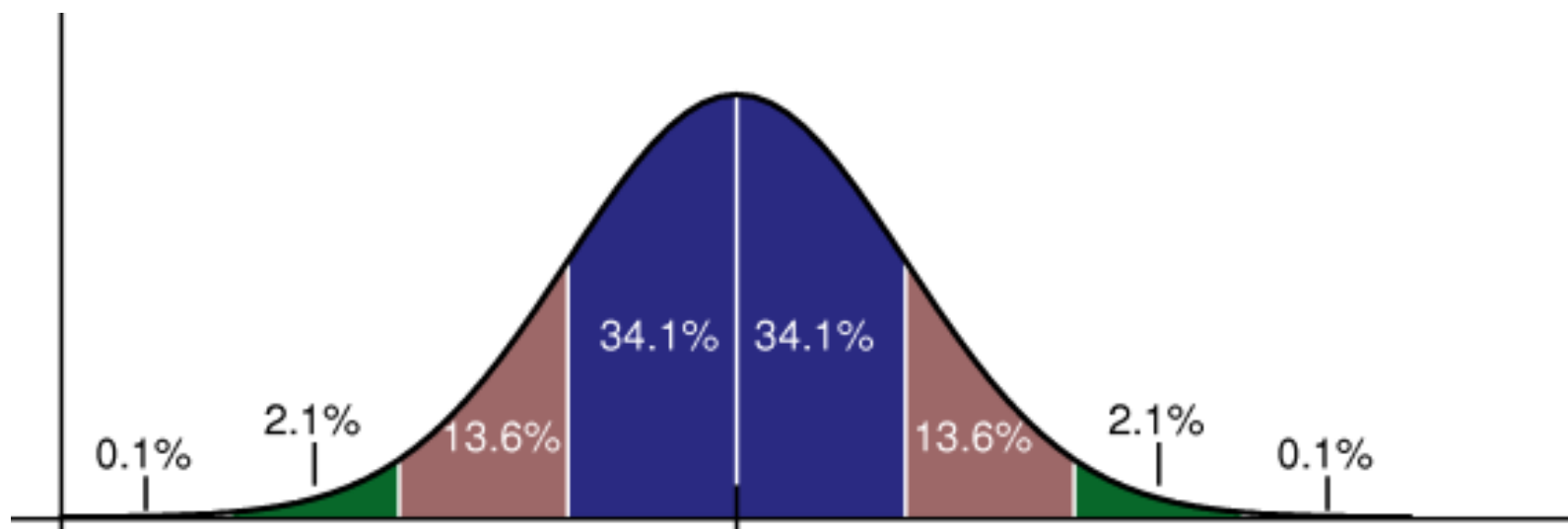
# The Normal Distribution

Imagine the SAT scores for the millions of people who take it. Some people do extremely well. Some do extremely poorly. Most do average. If you graphed the SAT scores of everyone who takes it the way we graphed scores earlier in this presentation (with the X's), you would get a shape like this. This is called the “bell curve” or the “normal distribution.”



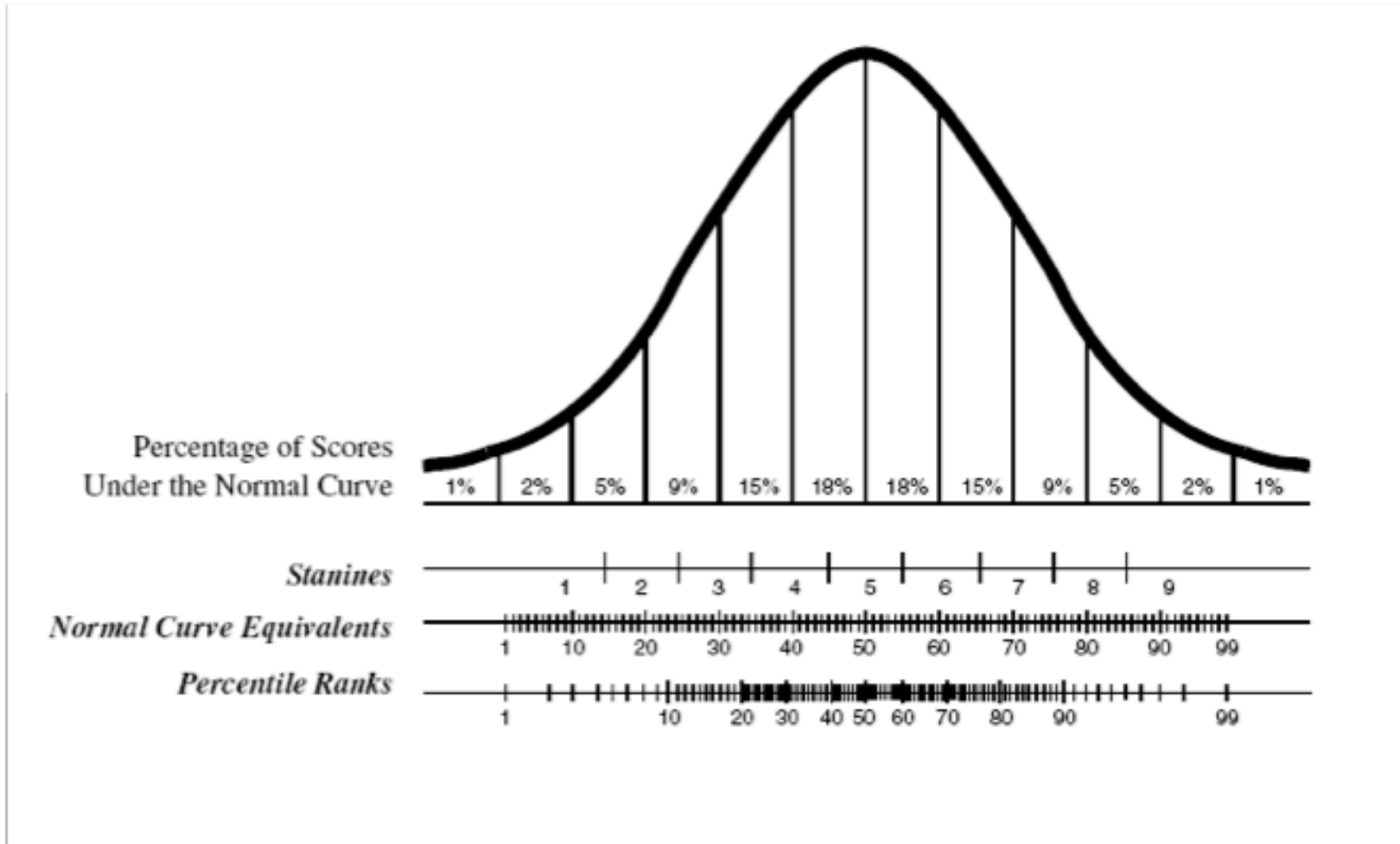
**Normal distribution** is a distribution of scores in which the mean, median, and mode are equal and the scores distribute themselves symmetrically in a bell-shaped curve.

# Normal distribution



There is an interesting relationship between the percent of people with a score and standard deviation (the average deviation from the average score). 68% (blue on this graph) of the test takers fall within one standard deviation of the norm. This is true for any measure that yields a normal distribution (height of women or height of men, IQ, ACT, SAT, number of pushups people can do, etc.).

# Normal distribution



Statisticians have taken advantage of this relationship between average and standard deviation in the development of standardized test scoring.

# Interpreting Standardized Test Results

- Raw scores
- Percentiles
- Stanines
- Grade equivalents
- Standard scores

# Raw score

- The number of items an individual answered correctly on a standardized test or subtest.
- This is a number that has not been interpreted. The statistical procedures which follow allow us to interpret a raw score in relation to other people who have taken the test.
- You cannot make any interpretation of a simple raw score—you need to know the information that follows in order to interpret the score.

# Percentiles

- Percentile or percentile rank: a ranking that compares an individual's score with the scores of all the others who have taken the test.
- Your percentile rank tells you how you did in relation to others. A percentile rank of 80 means you did as well or better than 80% of those who took the test.
- Percentile is not the same as percentage (the number of correct out of the total number of items). Percentile is a comparison of people.
- Percentile **bands** are ranges of percentile scores on standardized tests. They allow for the fact that test scores are an estimation rather than a perfect measure.

# Grade equivalents

- A score that is determined by comparing an individual's score on a standardized test to the scores of students in a particular age group; the first digit represents the grade and the second the month of that school year.
- A first grader who has the grade equivalent of 2.4 on a reading test has the same score as the AVERAGE 2<sup>nd</sup> grader in the fourth month of school.

# Grade equivalents

- When a student scores above grade level on a test, that does **not** mean the student is ready for higher level work. **It simply means that the student has mastered the work at his/her grade level.**



# Interpreting test scores

- Reliability
- Error
- Confidence interval
- Validity
- Absence of bias

# Reliability

Consistency of test results



How reliable is your bathroom scale? If it reads 100 pounds, then 75 pounds, then 105 pounds for the same object, then it's not reliable.

# Standard error of measurement

- True score: the hypothetical average of an individual's scores if repeated testing under ideal conditions were possible.
- Standard error of measurement: the range of scores within which an individual's true score is likely to fall. (also called confidence interval, score band, or profile band).

This is how statisticians get around the idea that no test situation is perfect.

# Validity

- An evaluation of the adequacy and appropriateness of the interpretations and uses of assessment results.
- Focuses on USE of test results, not the test itself.
- Three types: content, predictive, and construct

# Content validity

- A test's ability to representatively sample the content that is taught and measure the extent to which learners understand it.
- In other words, how close is the test to what was actually taught? That is its content validity. If it is not close to the curriculum, then its results do not measure how much students understood the curriculum and it is not appropriate to use it for that purpose.

# Predictive validity

- An indicator of a test's ability to gauge future performance.
- You find this by correlating the test score with grades. For example, the extent to which the SAT predicts college grades is .42 (which is not very high—a perfect correlation is 1.0).

# Construct validity

- An indicator of the logical connection between a test and what it is designed to measure.
- A reading test that has students actually read a passage has construct validity because of the logical connection between the every day task (reading) and the process on the test (reading and responding to questions about a text).
- A reading test does not typically assess mathematical knowledge, and would not have construct validity for that purpose.

# Bias

- Content
- Testing procedures
- Test use



# Cultural minorities and high-stakes tests

- Tests can be harmful to people from cultural minorities in the US since people from many of these cultures tend to score lower than non-minority students.

Assessment bias: qualities of an assessment instrument that offend or unfairly penalize a group of students because of the students' gender, economic class, race, ethnicity, etc.

# Content

- Content tends to be biased toward white middle class students.
- For example, the 4<sup>th</sup> grade proficiency test writing prompt that asked students to write about going camping. Students without this kind of experience would not be able to write well about this topic.

# Procedures

- Students' cultures can affect their response to the whole procedure of testing.
- Time limits can be unfair to students for whom English is a foreign language or for students with learning disabilities.

# Test use

- Test results can be used to discriminate against groups of students.

# Eliminating bias

- Examine test content and analyze the results. For example, if most students get a certain answer wrong, they were probably not taught that concept.
- Adapt testing procedures if possible and teach students about the test.
- Use more than just standardized tests for making decisions—use alternative assessment data as well.

# Creating bias-free tests

- Culture-fair/culture-free test: a test without cultural bias.
- This is very difficult to create



# Purposes of standardized testing

- Student assessment: how students in one classroom compare to students across the nation (or even around the world)
- Diagnosis: a student's specific strengths and weaknesses
- Selection and placement: standardized tests may determine whether or not a student is invited to take advanced classes
- Program evaluation: how students in a particular school or program compare with students across the nation
- Accountability: how students of a particular teacher score on a test.

# Types of Standardized Tests

- Achievement
- Diagnostic
- Intelligence
- Aptitude





# Achievement

What  
achievement  
tests have  
you taken?

- Determining the extent to which students have mastered a content area
- Comparing the performance of students with others across the country
- Tracking student progress over time
- Determining if students have the background knowledge to begin instruction in particular areas
- Identifying learning problems

**Achievement tests** are designed to measure and communicate how much students have learned in specified content areas.

# Diagnostic tests

- Usually given individually
- Usually have more subtests and measure knowledge of a particular area in detail
- Provide information that teachers can use in order to instruct the child or address weaknesses

**Diagnostic tests** are designed to provide a detailed description of learners' strengths and weaknesses in specified skill areas.

# Aptitude tests

- Standardized tests designed to predict the potential for future learning and measure general abilities developed over long periods of time.
- Different from intelligence tests because aptitude is just one aspect of intelligence.
- ACT and SAT are aptitude tests (measuring your aptitude for college-level work).

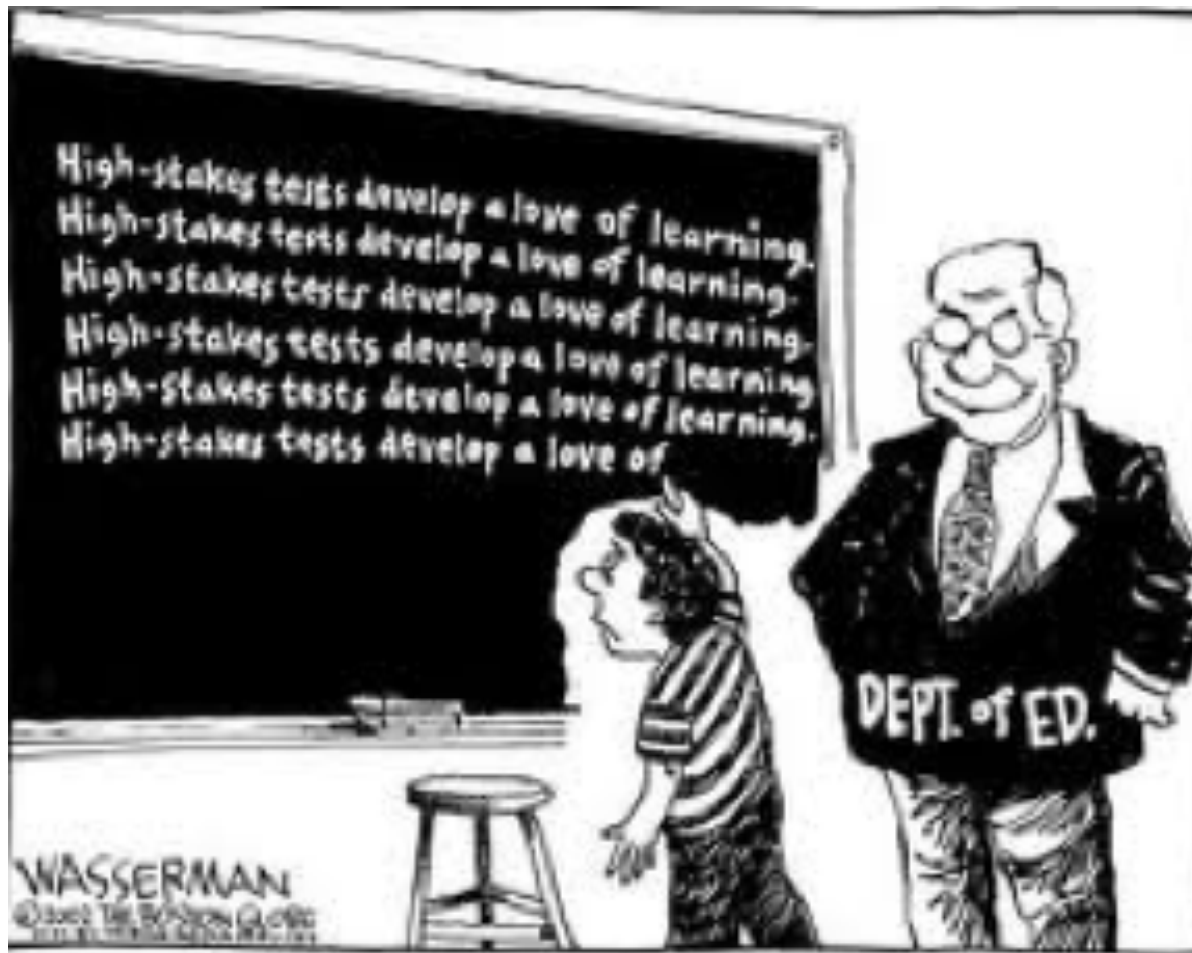
# Intelligence tests

- A type of aptitude test
- Standardized tests designed to measure an individual's ability to acquire knowledge, capacity to think and reason in the abstract, and ability to solve novel problems.
- Individually administered tests are typically more accurate than group-administered intelligence tests.

# The educator's responsibility

- Make sure the test content matches learning goals
- Prepare students for the test
- Administer tests according to instructions
- Communicate results to students and their caregivers so their results can be used for educational decision-making

# Accountability in Standardized Testing



# Accountability

**Adequate yearly progress:** objectives for yearly improvement for all students and for specific groups, such as students from major ethnic and racial groups, students with disabilities, students from low-income families, and students whose English is limited.

- Accountability: the process of requiring students to demonstrate that they have met specified standards and holding teachers responsible for students' performance.
- High stakes tests: standardized tests designed to measure the extent to which standards are being met (minimum competency testing).

Standards-based education: the process of focusing curricula and instruction on pre-determined goals.

# Accountability

- When we have high stakes testing (where the results of the test determine something major about a person's life such as whether or not he/she graduates), instruction can take a hit, and might become boring if too much emphasis is given to rote memorization (the old "drill and kill").
  - Given the above statement, how do we ensure students have mastered grade level concepts and content without compromising instruction?



# Standardized testing with alternative formats

- These are time-consuming to score but they address critics' concerns that multiple choice formats are a limited way to know what a student knows.
- An example of this is Reading and Math Curriculum-Based Measures, that we will be discussing later tonight in class.

# Implications for teachers

- We will continue to administer standardized testing in public education —it's here to stay.
- We will need to continue to know more content knowledge as well as about how children learn.
- We need to know about how to interpret standardized tests.

# New directions in assessment

- Authentic assessment: measurement of important abilities using procedures that simulate the application of these abilities to real-life problems.
- Constructed response formats: assessment procedures that require the student to create an answer instead of selecting an answer from a set of choices.

# Praxis and new directions

- Praxis II uses constructed responses
- Praxis III is supposed to be authentic assessment (you actually teach a lesson while being observed).

These practices are not without their critics—you don't have a lot of time to do the constructed responses in Praxis II and the pass rate for Praxis III is very high—perhaps the universities are doing a good job of preparing pre-service teachers after all...

*Take a Break!*



*(you've earned it!)*

# Block 2 Objectives

## **Curriculum-Based Measures**

- A look at Aimsweb: CBM data



# Curriculum-Based Measures in Aimsweb

But first... a quick  
review

# Evaluations to Inform Teaching— Summative & Formative Assessment

**Summative Assessment:** Culmination measure. Mastery assessment. Assessment **after instruction**. Pass/fail type assessments which summarize the knowledge students learn. Typical summative assessments include:

- End of chapter tests
- High-stakes tests (e.g., State assessments)
- GRE, ACT, SAT, GMAT, etc. tests
- Driver's license test
- Final Exams.

**Formative Assessment:** Process of assessing student achievement frequently **during instruction** to determine whether an instructional program is effective for individual students.

**Informs:**

- When students are progressing, continue using your instructional programs.
- When tests show that students are **not** progressing, you can *change* your instructional programs in meaningful ways.



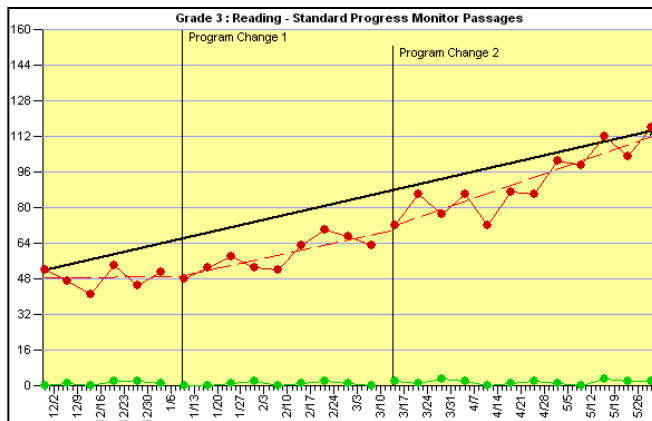
# Summative & Formative Assessment

## Summative Assessment:

Characterized as assessment of learning.

**Formative Assessment:** Characterized as assessment for learning.

(Citation: [http://en.wikipedia.org/wiki/Summative\\_assessment](http://en.wikipedia.org/wiki/Summative_assessment))



**Summative assessment** tells what happened.

**Formative assessment** tells you what's happening.

## Evaluations to Inform Teaching— Diagnostic Assessment

**Diagnostic Assessments:** Measures that indicate **specific skill strengths and those areas needing improvement**. Results may indicate skill areas needing intervention/instruction. Programming may then address students' needs.

### Examples:

- Criterion-referenced assessments
- Cognitive assessments
- Rating scales
- Norm-referenced, standardized assessments
- Tests may be based on the assessment of cognitive skills, academic skills, behavior, health, social-emotional wellbeing, etc.



So, Where Does  
Curriculum-Based Measurement (CBM) fit?

- Summative?
- Formative?
- Diagnostic?

## What is Curriculum-Based Measurement (CBM)?

- CBM is a **form of Curriculum-Based Assessment** (CBA).
- CBM is the **method of monitoring student progress** through direct, continuous assessment of basic skills.
- CBM is **used to assess skills** such reading, spelling, mathematics, and written language.
- CBM probes **require about 1 to 10 minutes** to complete, depending on the skill being measured.
- Student performance is scored for speed and accuracy to **determine proficiency**.
- Because CBM probes are quick to administer and simple to score, they can be **given frequently to provide continuous progress data**.
- The results are **charted to provide for timely evaluation** based on hard data.

## Origins of CBM

- **CBM** was initially developed more than 20 years ago by Stanley Deno and others at the **University of Minnesota Institute for Research on Learning Disabilities** to develop a reliable and valid measurement system for evaluating basic skills growth
- CBM is supported by **30 years of school-based research**
- CBM is endorsed by the **United States Department of Education** as a method for assessing student progress.
- Starting in the area of reading, researchers have expanded to investigate additional academic areas over the years. This includes in-depth research and ultimately the publication of additional measures in **literacy, mathematics, and written language**
- Supporting documentation can be found in **100's of articles, chapters, and books available within the professional literature** describing the use of CBM to make a variety of important educational decisions

## Advantages of CBM

- **Direct measure** of student performance  
Deno, S.L. (1985). Curriculum-based measurement: the emerging alternative. Exceptional Children. 52(3):219-32.
- Correlates *strongly* with **“best practices”** for instruction and assessment
- Correlates *strongly* with **research-supported methods** for **assessment and intervention**
- **Focus** is on **repeated measures of performance**  
(*This cannot be done with most norm-referenced and standardized tests due to practice effect or limited forms.*)

# Common Characteristics of General Outcome Measures

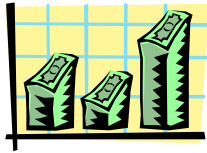
CBM involves the same kind of evaluation technology as other professions.

**Powerful** measures that are:

- **Simple**
- **Accurate**
- **Efficient** indicators of performance that **guide** and **inform** a variety of decisions
- **Generalizable** thermometer that allows for reliable, valid, cross comparisons of data

## General Outcome Measures (GOMs) from Other Fields

Medicine measures height, weight, temperature, and/or blood pressure.



Department of Labor measures the Consumer Price Index.

Wall Street measures the Dow-Jones Industrial Average.



Companies report earnings per share.

McDonald's® measures how many hamburgers they sell.





## CBM is Used for Scientific Reasons Based on Evidence

- **Reliable** and **valid** indicator of student achievement
- **Simple, efficient**, and of **short** duration to facilitate frequent administration by teachers
- Provides assessment information that **helps teachers plan better instruction**
- **Sensitive to improvement** of students' achievement over time
- **Easily understood** by teachers and parents
- **Improves achievement** when used to monitor progress

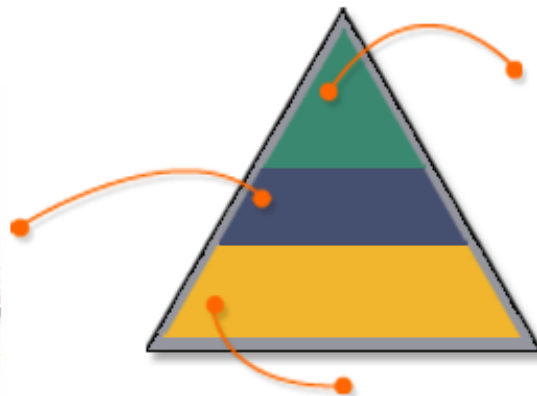
# What is AIMSweb?

**AIMSweb is a 3-tier Progress Monitoring System based on direct, frequent and continuous student assessment which is reported to students, parents, teachers and administrators via a web-based data management and reporting system for the purpose of determining response to instruction.**

# 3-Tier Problem Solving Model



**TIER 2**  
**STRATEGIC MONITOR**  
Monthly monitoring for students who are questionable or of concern

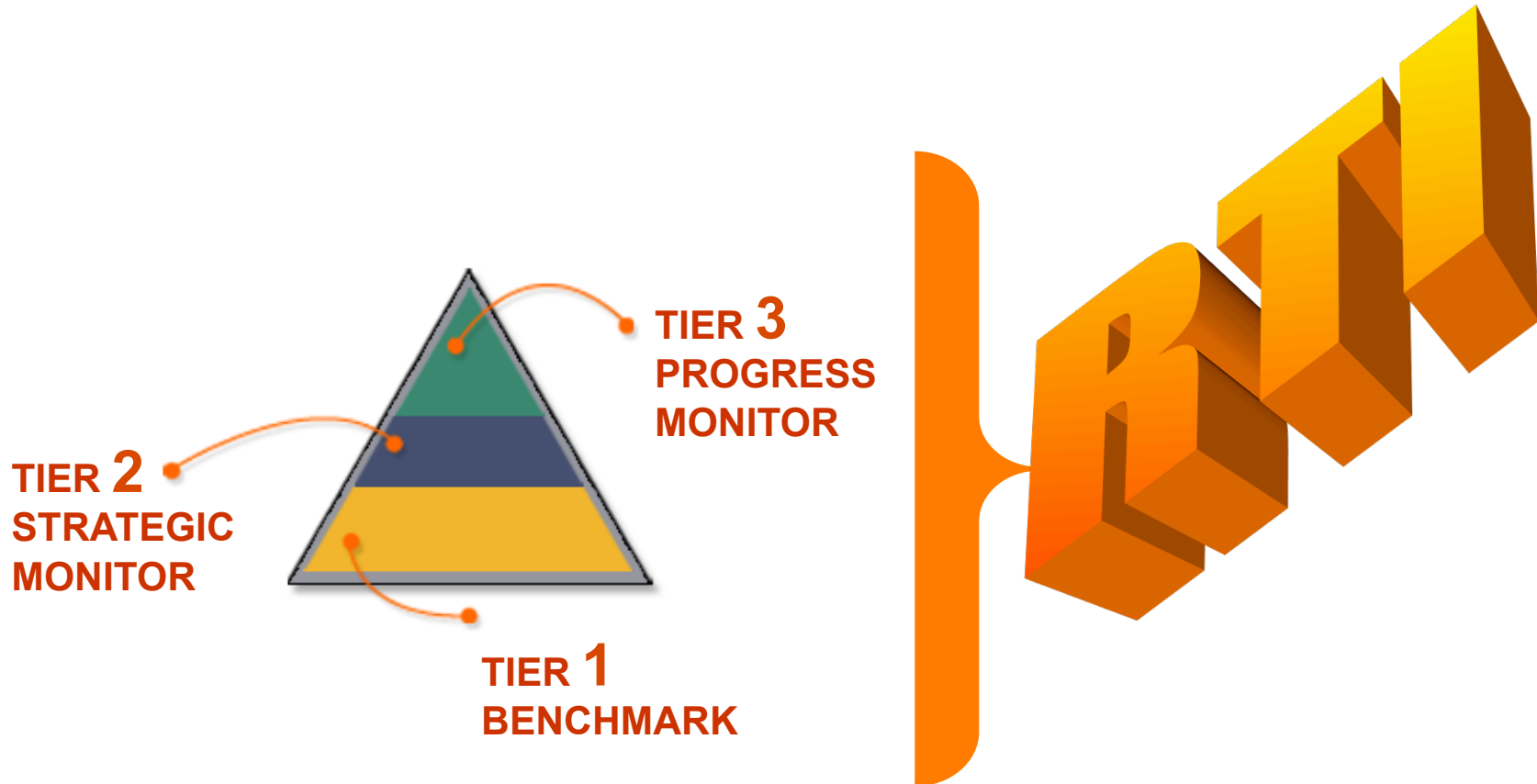


**TIER 3**  
**PROGRESS MONITOR**  
Intensive monitoring towards specific goals for at-risk students



**TIER 1 BENCHMARK**  
Universal Screening

# AIMSweb IS Response To Intervention



- **Test of Early Literacy (K-1)**
  - Letter Naming Fluency
  - Letter sound fluency
  - Phonemic Segmentation Fluency
  - Nonsense Word Fluency
- **Test of Early Numeracy (K-1)**
  - Oral Counting
  - Number identification
  - Quantity discrimination
  - Missing number
- **Reading-CBM (K-8)**  
Oral Reading (English and Spanish)
- **Maze-CBM (1-8)**  
Reading comprehension
- **M-COMP (1-8)**  
Math computation skills
- **M-CAP (2-8)**  
Math concepts and applications
- **Spelling-CBM (1-8)**
- **Written Expression-CBM (1-8)**
- **MIDE-CBM (K-1)**  
Spanish Early Literacy

# CBM testing materials developed for AIMSweb include...



\*Underlined measures  
indicate measures  
administered in Canyons  
School District

## Curriculum-Based Measurement

# How is CBM administered?

- AIMSweb CBM testing is administered ‘paper/pencil’ style
- Measures: 1-3 minutes to administer  
(except for the M-COMP and M-CAP, which are administered whole class for 8 or 10 minutes)
- Testing is done individually or in groups, depending on the measure
- Scores are entered or uploaded into the AIMSweb Progress Monitoring and RTI Data system

# Curriculum-Based Measurement

## Important Things to Know About CBM

- **Reliable** and **valid** indicator of student achievement
- **Research Based** – Almost 30 years of research has produced consistent and meaningful evidence of its utility as a valid progress monitoring tool
- **Simple, efficient**, and of **short** duration to facilitate frequent administration
- Provides assessment information that **helps teachers plan better instruction**
- **Sensitive to the improvement** of students' achievement over time
- Designed to serve as “**indicators**” of general basic skills achievement: CBM probes don't measure everything, but measure the **important** things
- **Measures General Curriculum - Curriculum Independent**

“Designed to serve as “***indicators***” of general basic skills achievement: CBM probes don’t measure everything, but measure the ***important*** things

Even within the measures, there are some measures that have proven to be better indicators for specific grade-levels than others, i.e.

- in the Tests of Early Literacy: Phonemic Segmentation Fluency (PSF) is the best indicator in Kindergarten, Nonsense Word Fluency (NWF) is the best indicator in 1<sup>st</sup> grade
- in the Tests of Early Numeracy: Quantity Discrimination (QD) and Missing Number (MN) are the best indicators in Kindergarten

Because these measures are indicators, we shouldn’t teach Nonsense Word Fluency... it is only an assessment tool. Instead, we teach Kinder and 1<sup>st</sup> graders to **decode real words**... NWF is an *indicator* of the basic skill of decoding



# ***Measures General Curriculum - Curriculum Independent***

- CBM's are aligned to *general* curriculum, and while there are many similarities to the Common Core curriculum, we will see differences, particularly in the M-CAP.
- Consider this articulate question from one of our teachers:
  - I have a question about the 5th grade MCAP. On the first page, questions 3 & 6 have to do with elapsed time. This is nowhere in the 5th grade core. We don't formally teach elapsed time at all in 5th grade, so why dedicate two questions to this topic when a fairly high percentage of kids don't even make it to the second page of the test? I see "intervals of time" mentioned in 4.MD.2 and 3.MD.1, but nowhere in 5th. I want this test to be a valuable tool for me as a 5th grade teacher.

# The response

## (the rationale behind the purpose of CBM's)

*Yes, the 5th grade M-CAP does not exactly match the Common Core State Standards. It would be ideal if it did, but since the MCAP is a norm-referenced standardized measure that compares students across a district, a state, the nation, etc., it is still the best measure we have available to trigger a system of response for students at-risk.*

*For the same reason we wouldn't omit questions on the IOWA Test of Basic Skills that do not match our grade level core, we wouldn't omit those questions on a cbm, as it is meant to identify risk based on general curriculum, not necessarily match content in a precise manner.*

*The M-CBM tests aren't scored by percentage correct (i.e. 3/10 correct = 30%) but by percentile rankings (i.e. this student scored in the 30th%ile a compared to other 5th grade students taking the test).*

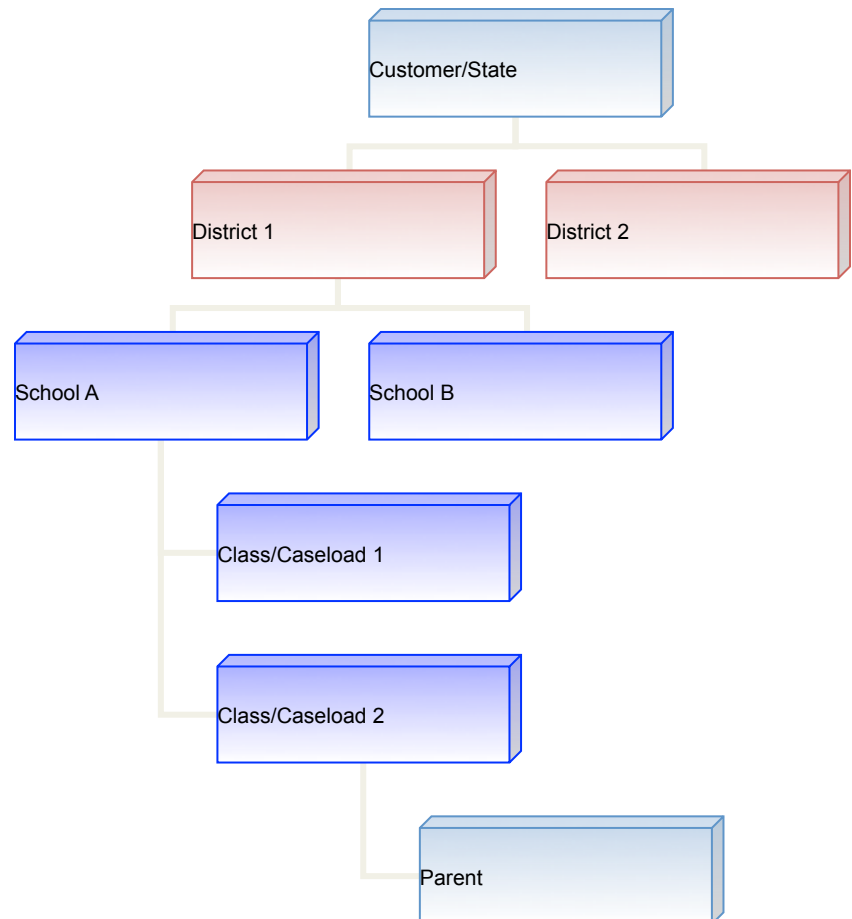
*Your question highlights why we would want to focus on the MCAP (particularly in 5th grade) as an effective screener, an assessment that can indicate student growth within a year, or a progress monitoring tool.*

# DIBELS™ Compatible

- In addition to the included AIMSweb measures, AIMSweb supports data management, charting and reporting of DIBELS brand measures
- Customers may use DIBELS measures, AIMSweb measures, or any combination of both

# Reporting Hierarchy

- AIMSweb provides different reporting levels for different users:
  - Customer/State
  - District Administrator
  - Building Administrator
  - Classroom Teacher
  - Progress Monitor Teacher
  - RTI user
  - Parent user



# Tier 1 Benchmark

All students assessed three times per year at grade level

- Organizes Curriculum-Based Measurement (CBM) Data for Benchmark Assessment Fall, Winter, and Spring
- Prepares Reports for Teachers, Principals, and Administrators on Individual Students, Classes, Grades, Schools, and School Districts
- Early Identification of Students At-Risk of Academic Difficulty
- Objectively Determines Rates of Progress for Individual Students, Schools, and NCLB Risk Groups
- Allows Evaluation at Multiple Levels of Comparison
- Prints Professional Reports for Parent Conferences and Other Meetings

## BENCHMARK : Universal Screening



- Universal Screening
- Identification of students at-risk for failure
- Program evaluation across all students
- 1-4 minutes to complete AIMSweb® assessments
- Some AIMSweb® assessments are individually administered, while others may be done as a group.

## **R-CBM Activity:**

### **Learning the Process of Benchmark Data Collection and Analysis:**

### **Short Case Studies**



Data: Get the MEDIAN score for student's  
3 passages: **CORRECT WORDS**

67 / 2

Bat lived all by himself in a damp and musty cave. The cave was always dark and dreary. As Bat hung upside down day after day, he thought about his sorrows.

"If only I had a friend," Bat often thought. "If I had a friend, I would have someone to play with. If I had a friend to talk to, I think I'd finally be very happy."

At night Bat would spread his strong wings and fly from the cave. He would search for a nice apple tree. Then he would perch on a branch and gobble down a juicy dinner. Bat liked apples, and he loved plums. But his favorite meals were those of beetles and other bugs.

To catch bugs, Bat had to swoop through the air with his mouth open. One night Bat was swooping through the air when he bumped into something solid and furry. Bat fell to the ground. He was scared as he looked up and stared into the yellow eyes of a cat.

"Oh, please don't eat me!" Bat cried as he covered his tiny head.

"I don't plan on eating you," said the cat. "Don't have a heart attack."

"Why wouldn't you?" Bat asked as he looked into the cat's yellow eyes.

The cat yawned. "My owners feed me plenty of cat food so I don't have to hunt. To be honest, I'm bored most of the time."

"Would you consider being my friend?" asked Bat. "I'll teach you how to hang upside down, and I'll even teach you how to catch bugs. What do you say?"

"That sounds wonderful," said the cat. "You've got a deal. When do you think we could start? Do you think you could teach me how to fly too? I think I'm going to like being friends with you."

1 min.

85 / 8

Gabe was always telling his friends about his Uncle Jack.

"My Uncle Jack," he would say, "is really famous. He can fly his own plane, and he can ride wild horses. He's over six feet tall, and he wears a cowboy hat made out of alligator skin."

"Why does he wear a cowboy hat made out of alligator skin?"

Gabe's friend, John, asked him one day. "What's so special about that?"

"Well, my Uncle Jack wrestles alligators," said Gabe. "That's how he got the hat."

The boys in Gabe's class grew sick and tired of him bragging about his Uncle Jack all the time. No one really believed Gabe's stories about his Uncle Jack. All the boys thought Gabe was lying. They started to pick on Gabe. They started to call him mean names.

"Lizard breath!" John called Gabe one day. "I bet you've got lizard breath because you've been kissing alligators!"

Everyone laughed at John's words. Gabe couldn't believe it. He thought those boys were his friends.

One afternoon, John was teasing Gabe as usual when there was a knock on the classroom door. When the teacher answered it, all the kids gasped as the teacher stepped aside.

A man walked into the room. He was over six feet tall, and he wore a cowboy hat. He had very big hands, green eyes, and a dead alligator slung over his shoulder.

"Hello mates," he said. "I'm looking for my nephew, Gabe."

Gabe jumped out of his seat. He was so excited to see his Uncle Jack that he gave him a hug in front of everyone.

"Gabe," the teacher said, "would you please introduce us to your guest?"

"This is my Uncle Jack," Gabe said with a smile. "He's come here today to show us how to wrestle alligators."

1 min.

74 / 9

Even though Marcus and Beth were twins, they were very different people. Beth liked exciting things. At the fair, she liked to ride on the fastest roller coaster. When she visited the ice cream shop, she chose a new flavor each time. Marcus liked things that didn't change much. At the fair, he rode the Ferris wheel around and around slowly. When he visited the ice cream shop, he always chose chocolate.

Mother told the twins they would soon have a new baby brother or sister. Beth wanted to name the baby after a super hero. Marcus thought "Marcus" was a nice name.

When Mother came home with the new baby, Beth wore a party hat and blew a loud horn. Marcus just held a sign saying, "Welcome."

First Beth held the new baby. She sang the baby a song about horses and ducklings. She put shiny purple and orange tap shoes on the baby's feet. She tried to make the baby laugh. Beth made faces and told jokes, but the baby just slept.

Then Marcus held the new baby. He whispered a slow song in the baby's ear. He repeated the names of all the rocks he knew. He tickled the baby's little feet. Marcus showed the baby his favorite stamp collection. He read the baby a story about reptiles, but the baby just slept.

One day Mother asked, "I wonder if the baby will be like Marcus or like Beth?"

Marcus said, "I want the baby to be just like me!"

Beth shouted, "I want the baby to be just like me!"

Suddenly the baby woke up and began to cry harder and harder.

Mother said, "I think the baby is saying he doesn't want to be like Marcus or like Beth. I think the baby wants to be like himself!"

1 min.

## Why use Median vs. Average?

Remember, averages are susceptible to outliers when dealing with small number sets. Median Score is a statistically more reliable number than average for R-CBM.



Data: Get the MEDIAN score for  
student's 3 passages:  
**ERRORS**

**MEDIAN SCORE: 74/8**  
**(Report in AIMSweb®)**

***NOTE: R-CBM is the only measure for which  
the median score is calculated.***

# Michael Martin

## Grade 5

4

There was a creek that ran through the bottom of Susan's family's pasture. The creek was filled with frogs, fish, and flowers. It was shallow, shady and very inviting on hot summer days with the weeping willows growing along the edge of it, hanging their branches down over the water.

Susan and her sisters spent a lot of time down at the creek during the summer. They would pack picnic lunches and eat them on the banks of the creek as they watched the cows in the pasture and their father on his tractor.

When they got hot, they would roll up their pant legs and wade in the water. They looked for pretty rocks and snail shells. They made fishing poles out of fallen branches and safety pins. They also hunted for frogs with their bare hands. They snickered at the cows when they waded in for a drink, and they splashed each other every chance they got.

"This creek is the most beautiful place in the world," Susan declared to her sisters one afternoon as they soaked their feet. "The water is clean and clear, the rocks are smooth and tiny, and the frogs are quick and clever. The pasture is green, and the cows don't bother us much. I want to stay here forever and not go back to school."

"The creek freezes in the winter, Susan," her youngest sister reminded her. "You can't stay here year round."

Susan sighed. "Yeah, but I wish I could."

"No, you don't," said Susan's other sister. "If you were here all the time, you wouldn't have time for anything else. It's not as if you don't get to spend plenty of time here. We know you love to skate on the creek in the wintertime, look at the pretty leaves floating on it in autumn, and see the lily pads and the willows bud in the spring, but there are other things you would miss doing."

"You're right, both of you," Susan agreed. "Sometimes I get carried away."

Just then a fish took the bait on the end of her line, and Susan jumped up. She spent the rest of the day laughing with her sisters.

Every day after school all the kids flocked to Jim's house to play computer games. They knew that Jim was the best player in the school, maybe even in town. Nobody could beat Jim at any computer game, but they always tried.

One afternoon Jim was playing Space Ace with his friends. He played very well that day and reached a championship level of performance. His score was higher than anyone in history. He took a picture of the screen and mailed it into the company that created the game.

Two months later, while Jim and his friends were playing games, the doorbell rang. Jim's mother answered the door, and there stood two men in uniforms. They were from NASA, and they wanted to speak to Jim. "Jimmy, come here," said his mother. Jim stopped playing and ran to the door. He was surprised to see men from NASA standing there.

The men explained to Jim that they had seen the picture of his high score in Space Ace and wanted to know if he would help them. There had been an accident in space, and some astronauts were in trouble. The only hope of reaching them was to send a remote controlled rocket into space. There was no time to test the remote controlled rocket. NASA needed Jim to fly the rocket for them right away.

Jim was more surprised than before. "Yes! I'll help if I can," said Jim. Jim and his mother flew to NASA in Florida. There was no time to waste. Jim sat in the pilot seat. The rocket took off. Jim controlled the rocket's flight through space. It was just like the computer game! He flew the rocket around planets and moons. He saw many small asteroids ahead of him. He fired the guns to destroy space rocks and flew quickly to reach the space station. Finally, Jim saw the space station in the distance and flew at super speed. He docked perfectly with the space station. Jim had saved the astronauts, and NASA was very thankful. Jim's picture was in newspapers around the world.

Jessica stared at the new black-rimmed glasses on her nightstand. As she lay in bed, many questions ran through her head. "Are these frames too ugly? Are kids going to laugh at me when I get on the bus? Should mom have bought me the rectangular ones?"

Suddenly, Jessica saw 7:13 on the clock. She didn't feel like eating breakfast and quickly got ready. She packed her backpack and said goodbye. "I'm sure things will be just fine," her mom said as Jessica left the house. She ran down the driveway and saw her friends waiting for the school bus. Today, of all days, Jonathan was already there.

Jonathan was the meanest kid at the bus stop. He was always bossing people around and teasing them. "Hey, here comes Four Eyes," he shouted.

"Be quiet, Jonathan. I think Jessica looks awesome!" said Vanessa. Vanessa was in Jessica's math class. Jessica liked her because she wasn't afraid to stand up to anyone.

She thought kids might stare when she got on the bus. To Jessica's surprise, no one laughed at her. Later at school, she remembered the note she needed to leave in the office. For the first time, she noticed that the secretary, Mrs. Green, wore glasses. Then the health aide, Leslie, came to make a copy. She had glasses on too.

Jessica couldn't help but notice that lots of teachers wore glasses. That made her feel a little less nervous. Her teacher, Mrs. Hadwick, was not wearing her contact lenses today. She was wearing new glasses!

"Good morning, Jessica," she said, "I love your new glasses. You remind me of that teenage star who sings 'Don't Be Scared.'" Jessica loved that song and had a poster of the famous singer in her locker.

All day long she noticed the difference her glasses made. Letters were sharper, and she could see the board better. She thought it was easier to see exactly how many minutes were left until recess.

"This day wasn't so bad after all," Jessica thought.

Passage 1: 35/10

Passage 2: 48/14

Passage 3: 51/12

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1. Cross out the **HIGHEST** and **LOWEST** "words-read-correct (wrc)" scores above.
2. Cross out the **HIGHEST** and **LOWEST** "errors" scores above.

3. Enter **MEDIAN WRC/min** score: \_\_\_\_\_

Enter **MEDIAN "errors"** score: \_\_\_\_\_

**MEDIAN WRC/ERRORS IS:**

\_\_\_\_ / \_\_\_\_

# Michael Martin

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2. Cross out the **HIGHEST** and **LOWEST** "errors" scores above.
3. Enter **MEDIAN WRC/min** score: \_\_\_\_\_

Enter **MEDIAN "errors"** score: \_\_\_\_\_

### MEDIAN WRC/ERRORS IS:

**48** / **12**

Choose

 District:  School:  [Go](#)
**Jefferson Elementary School Scores for 2006-2007**

Mr. Johnson - Homeroom

☒ Strategic Monitoring Visible

 Timeframe:  [Go](#)
**Fall - September (Benchmark)**
[Add Student](#)
[Save](#)
[Cancel](#)

Unique Identifier	Students	Long Form	R-CBM		R-Path		MAZE	
			Corrects	Errors	Corrects	Errors	Corrects	Errors
	Berg, Hannah		54	2			2	12
	Cloud, Maya		98	9			16	5
	Davis, Travis		79	12			23	7
	Duncan, Michael		182	3			12	2
	Ewaldt, Marissa		137	2			16	5
	Frost, Savanna		178	0			27	2
	Gordon, Emma		52	14			4	5
	Hadd, Madisen		122	4			15	1
	Hartinger, Savannah		123	2			21	2
	Hunter, Lindsey		65	18			4	3
	Johnson, Joseph		89	4			15	4
	Johnson, Lexie		111	5			15	3
	Kent, Matthew		98	5			21	2
	Mahmood, Kimberly		140	2			25	2
	Martin, Michael		48	12			3	9
	Reeds, Jared		61	3			5	6
Unique Identifier	Students	Long Form	R-CBM		R-Path		MAZE	
			Corrects	Errors	Corrects	Errors	Corrects	Errors

[Quick-Save](#)
[Save](#)
[Cancel](#)

## Easy Score Entry

Once data are collected, it is easily entered into AIMSweb®'s web-based software.

Simply type in the scores! (*pictured at left*)

Dozens of reports are then instantly available.

(Estimated time: 3-5 minutes.)

(All identifying information and scores are fictitious.)

## AIMSweb as a Program Evaluation Tool: Benchmark 3x/year for Universal Screening—All Kids

Name	Corrects	Errors	Accuracy
Duncan, Michael	182.0	3.0	98.4%
Frost, Savanna	178.0	0.0	100.0%
<b>Well Above Average &gt;= 154.0 (90th %ile)</b>			
Mahmood, Kimberly	140.0	2.0	98.6%
Ewaldt, Marissa	137.0	2.0	98.6%
<b>Above Average &gt;= 128.0 (75th %ile)</b>			
Hartinger, Savanah	123.0	2.0	98.4%
Hadd, Madisen	122.0	4.0	96.8%
<b>Target = 114.0</b>			
Johnson, Lexie	111.0	5.0	95.7%
Kent, Matthew	98.0	5.0	95.1%
Cloud, Maya	98.0	9.0	91.6%
Johnson, Joseph	89.0	4.0	95.7%
<b>Average &gt;= 87.0 (25th %ile)</b>			
Davis, Travis	79.0	12.0	86.8%
Hunter, Lindsey	65.0	18.0	78.3%
Reeds, Jared	61.0	3.0	95.3%
<b>Below Average &gt;= 57.0 (10th %ile)</b>			
Berg, Hannah	54.0	2.0	96.4%
Gordon, Emma	52.0	14.0	78.8%
Martin, Michael	48.0	12.0	80.0%



(All identifying information and scores are fictitious.)



**Michael Martin:** A student with Benchmark Data that indicates he is performing significantly behind peers at his school.

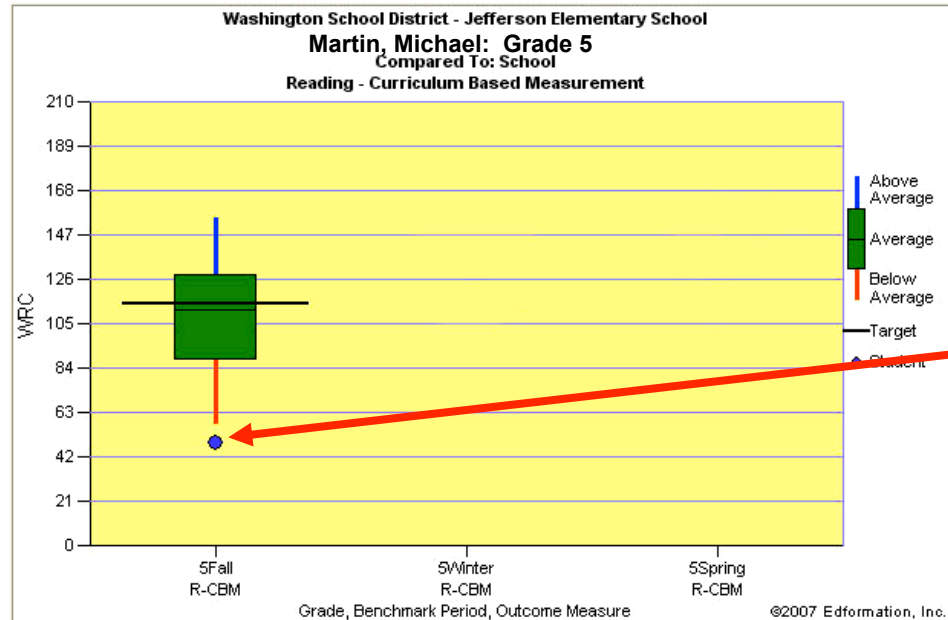


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Reeds, Jared	61.0	3.0	95.3%
Below Average >= 57.0 (10th %ile)			
Berg, Hannah	54.0	2.0	96.4%
Gordon, Emma	62.0	14.0	78.6%
Martin, Michael	48.0	12.0	80.0%

Name	Corrects	Errors	Accuracy
Martin, Michael	48.0	12.0	80.0%

# Fall Benchmark Data for Michael Martin

**Teacher:** Mr. Johnson **Student:** Michael Martin  
**Benchmark Scores for 2006-2007 School Year**



## Benchmark Comparison: School

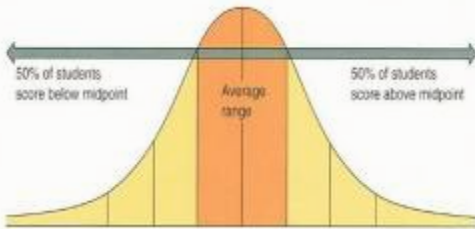
Outcome Measure	Year	Grade	Fall	Winter	Spring	Level of Skill	Instructional Recommendation
Reading - Curriculum Based Measurement (R-CBM)	2006-2007	5	48.0			Well Below Average	Begin Immediate Problem Solving (School Fall Percentiles)

Michael Martin scored 48 Words Read Correct (WRC) from Grade 5 Passages at the Fall Benchmark. Currently, Michael Martin's score is **Well Below Average** compared to School Fall Percentiles.

(All identifying information and scores are fictitious.) [View Multi-Year Chart](#)

# Box & Whiskers Graphs (box plots): A 3-Step Explanation

1 AIMSweb commonly uses box plots to report data.



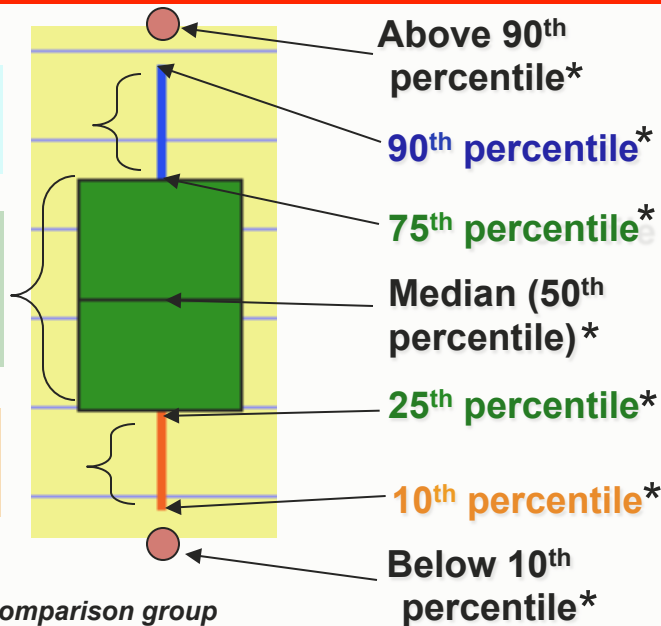
*AIMSweb's Box plots are somewhat similar in shape and representation as to a vertical bell curve.*

2

**Above Average Range**

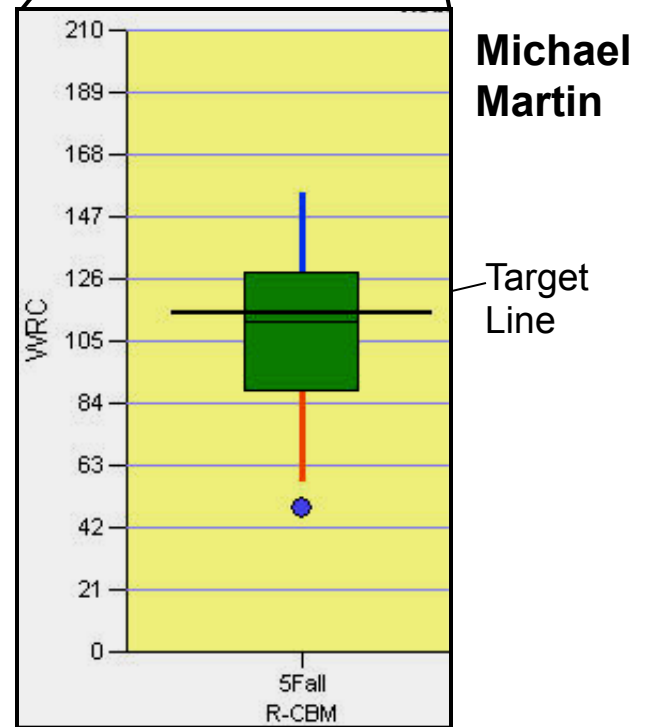
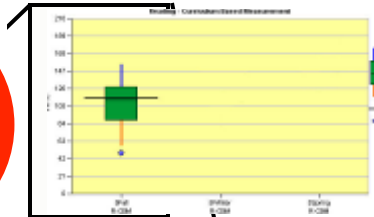
**Average Range (middle 50%)**

**Below Average Range**



*\*In relation to user-defined comparison group*

3

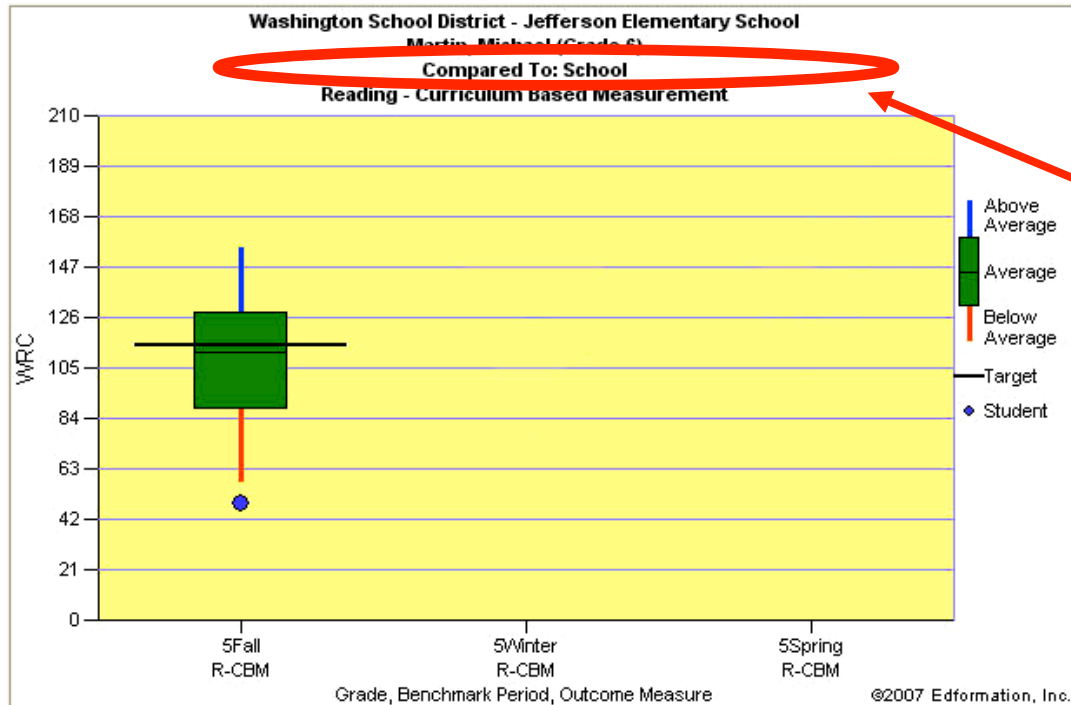




# AIMSweb® “Box & Whiskers Graphs” / Comparison Groups:

Michael Martin

Teacher: Mr. Johnson Student: Michael Martin  
Benchmark Scores for 2006-2007 School Year



## AIMSweb Comparison Group Choices/Options:

- All students in grade-level at student's school (pictured left)
- All students in grade-level across student's school district
- All students in grade-level across multiple districts within account
- All students in grade-level within student's state\*
- All students in grade-level nationally (Aggregate Norms)\*

(Comparison group includes all students for whom data are reported using AIMSweb® web-based software)

### Benchmark Comparison: School

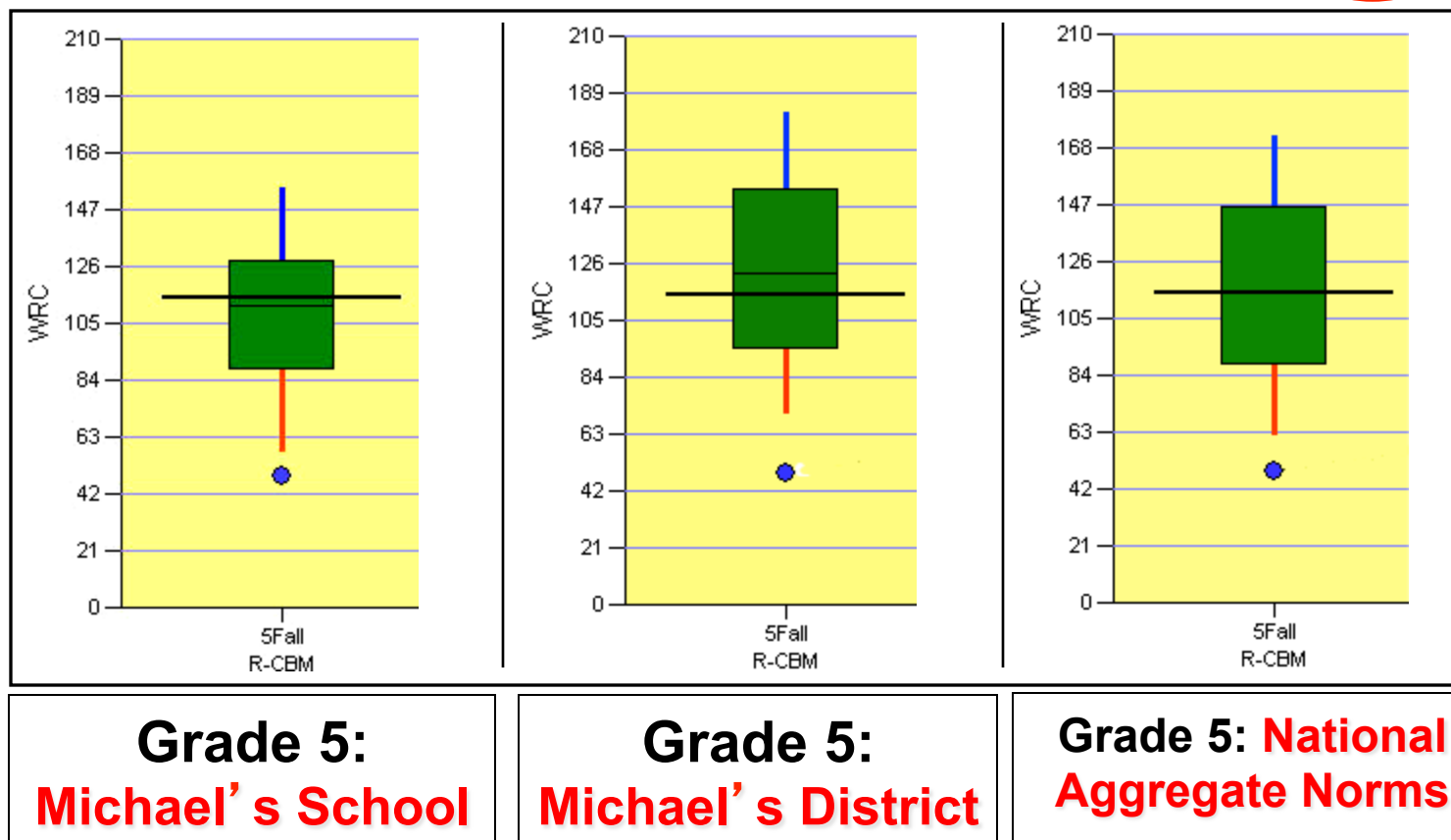
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[View Multi-Year Chart](#)

Discussion: Consider Michael's R-CBM performance in relationship to different AIMSweb® Comparison Groups



(All identifying information and scores are fictitious.)

# AIMSweb® Growth Table

Reading - Curriculum Based Measurement

Multi-Year Aggregate

2003-2004 School Year

Grade	%ile	Fall		Winter		Spring		ROI
		Num	WRC	Num	WRC	Num	WRC	
<b>1</b>	90	40522	56	146185	85	149892	113	1.6
	75		25		52		85	1.7
	50		9		26		56	1.3
	25		3		14		31	0.8
	10		0		7		17	0.5
	<i>Mean</i>		20		37		61	
	<i>StdDev</i>		27		33		38	
<b>2</b>	90	135850	107	128181	133	142766	148	1.1
	75		82		108		123	1.1
	50		57		81		97	1.1
	25		29		56		71	1.2
	10		14		27		46	0.9
	<i>Mean</i>		59		82		97	
	<i>StdDev</i>		36		39		40	
<b>3</b>	90	126433	135	118032	153	133766	167	0.9
	75		107		130		143	1.0
	50		80		100		115	1.0
	25		51		72		86	1.0
	10		31		44		56	0.7
	<i>Mean</i>		81		100		114	
	<i>StdDev</i>		40		42		43	
<b>4</b>	90	94733	153	97555	170	100174	186	0.9
	75		126		143		159	0.9
	50		101		116		129	0.8
	25		75		91		102	0.8
	10		49		63		75	0.7
	<i>Mean</i>		101		117		130	
	<i>StdDev</i>		40		42		44	

# AIMSweb National Aggregate

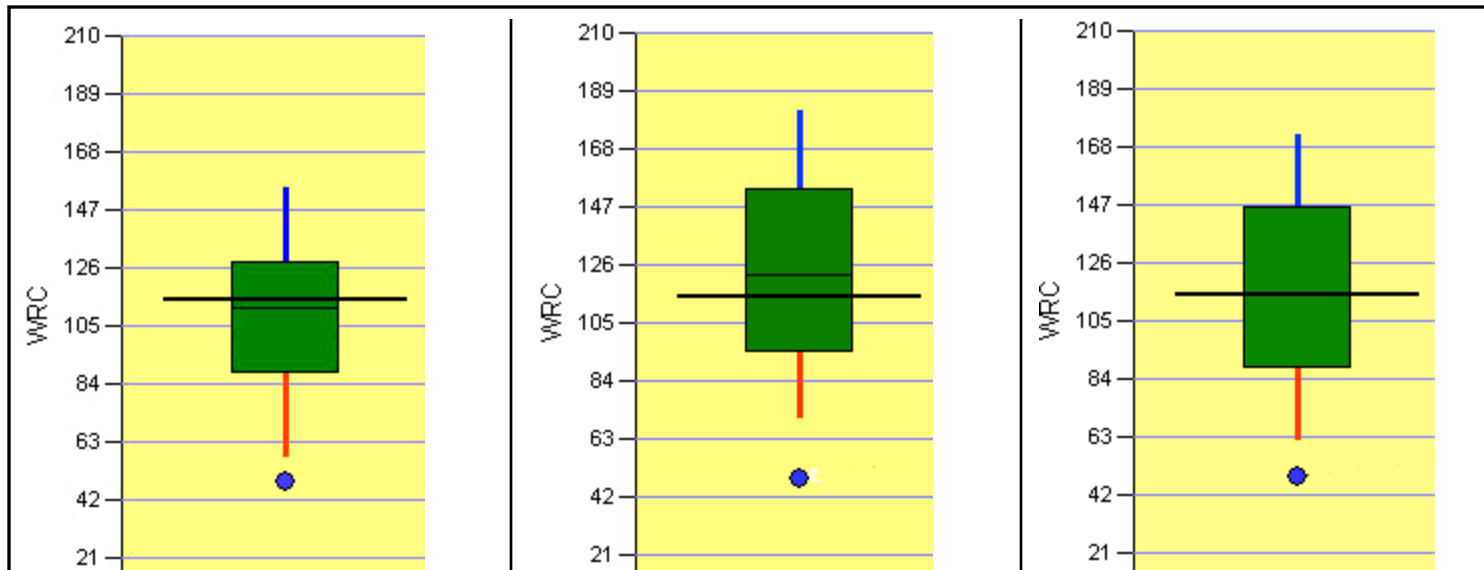
## Norm Table

<b>5</b>	90	89119	171	92637	185	93110	199	0.8
	75		146		160		174	0.8
	50		114		130		145	0.9
	25		87		100		112	0.7
	10		61		74		85	0.7
	<i>Mean</i>		115		129		142	
	<i>StdDev</i>		43		44		45	
<b>6</b>	90	53995	184	55859	198	57041	211	0.8
	75		160		171		184	0.7
	50		133		145		157	0.7
	25		104		116		128	0.7
	10		72		85		97	0.7
	<i>Mean</i>		131		143		155	
	<i>StdDev</i>		44		45		45	
<b>7</b>	90	38649	187	37956	196	42998	208	0.6
	75		163		172		185	0.6
	50		136		144		157	0.6
	25		108		116		127	0.5
	10		85		90		100	0.4
	<i>Mean</i>		135		143		155	
	<i>StdDev</i>		41		42		44	
<b>8</b>	90	34336	185	33590	192	33393	201	0.4
	75		166		171		182	0.4
	50		143		148		158	0.4
	25		114		119		130	0.4
	10		84		89		100	0.4
	<i>Mean</i>		138		144		154	
	<i>StdDev</i>		40		41		41	

# AIMSweb District vs. Aggregate Norm Table Comparison

AIMSweb® Growth Table compared to AIMSweb Growth Aggregate									
Reading - Curriculum Based Measurement									
Red River Valley District 2003-2004 School Year									
Grade	%ile	Fall Num	WRC	Winter Num	WRC	Spring Num	WRC	ROI	
1	90	2 / 405	50 / 56	90	60 / 85	93 / 107	127 / 133	143 / 148	1.4 / 1.1
	75								
	50								
	25								
	10								
	Mean								
2	90	325 / 13	2	25	325 / 135850	23 / 29	327 / 128181	54 / 56	332 / 142766
	75								
	50								
	25								
	10								
	Mean								
3	90	329 / 12	3	25	329 / 126433	43 / 51	341 / 118032	68 / 72	342 / 133766
	75								
	50								
	25								
	10								
	Mean								
4	90	364 / 94	4	25	364 / 92637	73 / 81	97 / 100	110 / 114	44 / 43
	75								
	50								
	25								
	10								
	Mean								
5	90	365 / 89119	5	25	365 / 89119	81 / 87	99 / 100	111 / 112	0.8 / 0.7
	75								
	50								
	25								
	10								
	Mean								

Michael appears to be performing below expectations when compared to all three comparison groups.



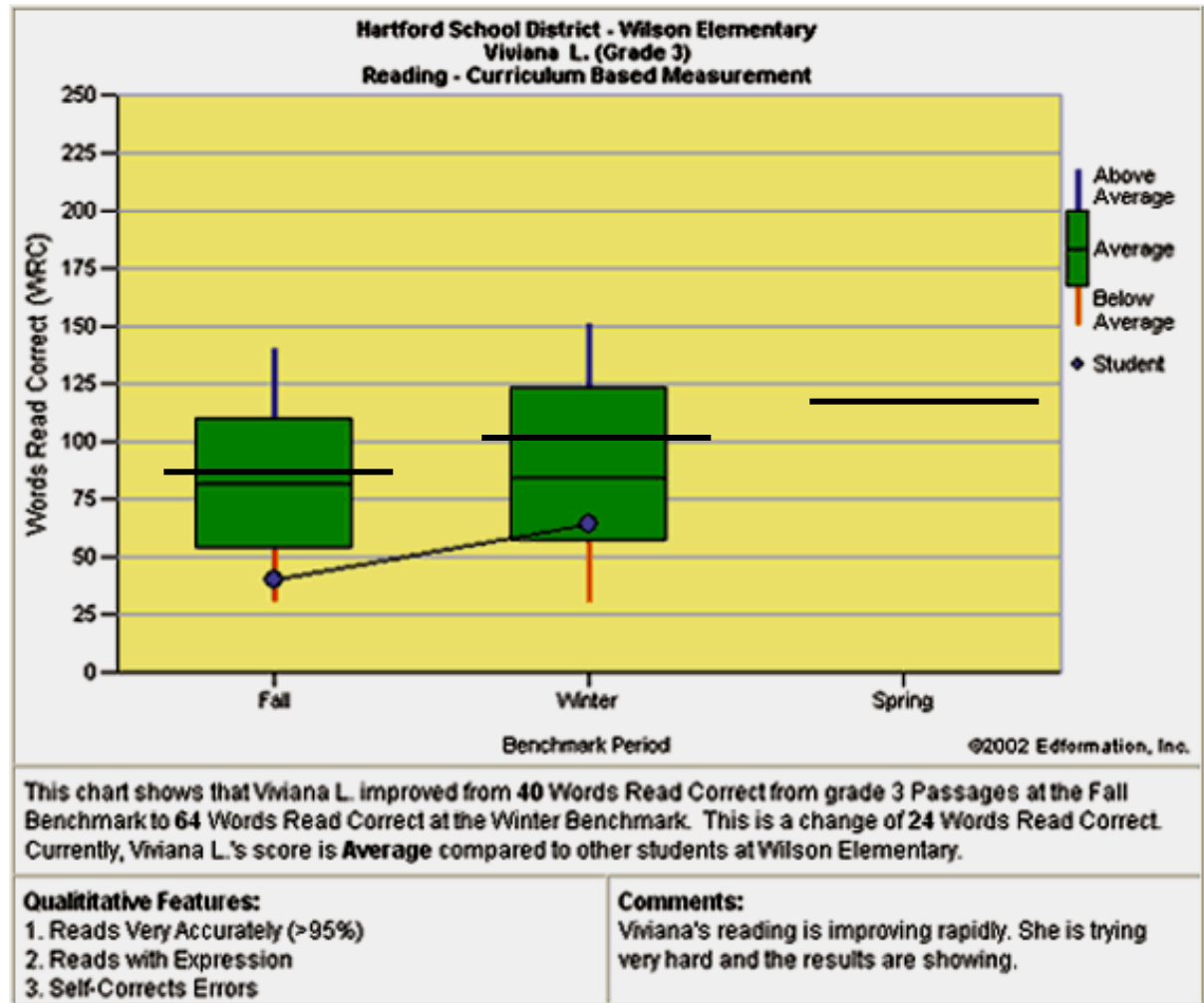
- Consider modifying instructional program(s)
- Consider increasing frequency of assessment to assess efficacy of alternate program(s)
- Review data regularly to assess progress

# An Introductory Look at Additional Benchmark Data

## Individual Report: 3<sup>rd</sup> Grade Student

### QUESTIONS:

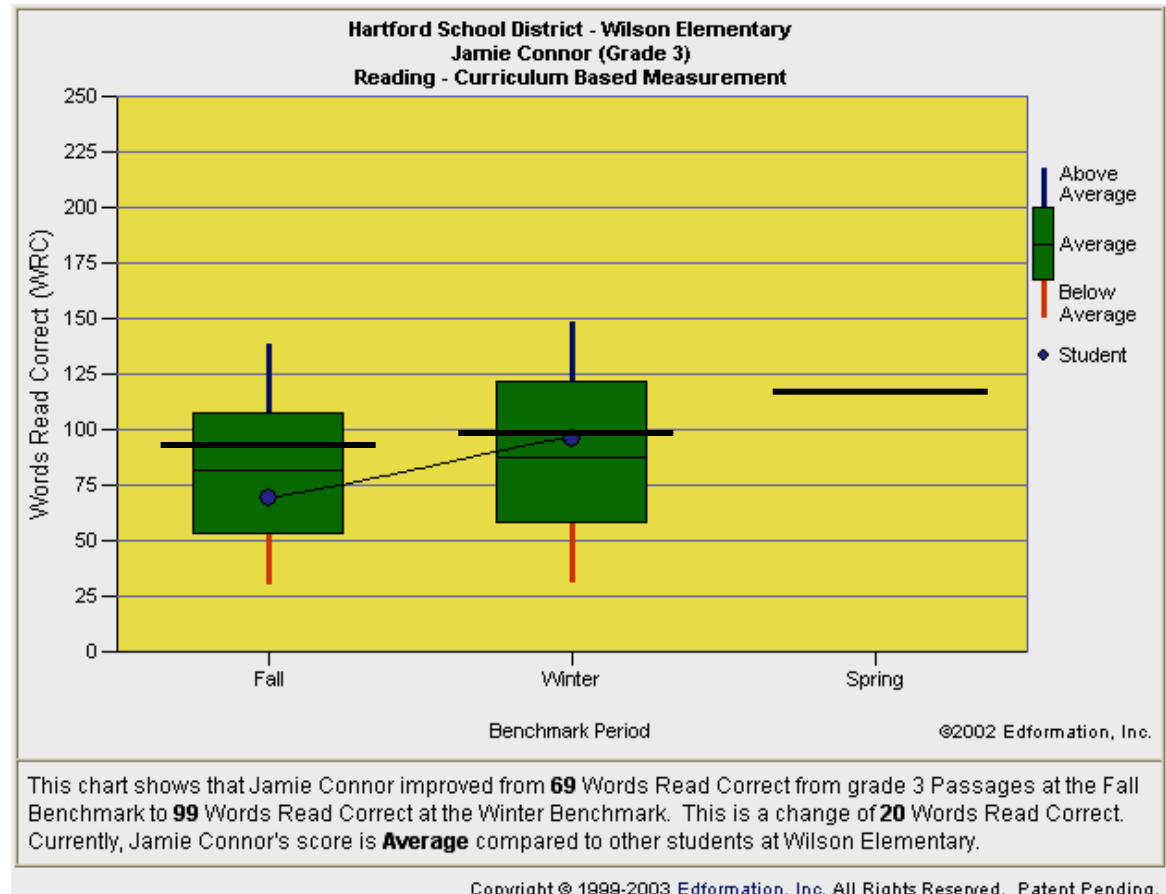
- What does report suggest about Viviana's progress?
- What does report suggest about the school's progress for its 3<sup>rd</sup> grade students?
- What if you saw this pattern in only one school's 3<sup>rd</sup> grade within your district?
- What if you saw this pattern across most or all 3<sup>rd</sup> grade groups in your district?



# Data to Know When Things are **Working**

## QUESTIONS:

- What does report suggest about Jamie Connor's progress?
- What does report suggest about the school's progress for 3<sup>rd</sup> grade students?
- What if you saw this pattern in only one school's 3<sup>rd</sup> grade within your district?
- What if you saw this pattern across most or all 3<sup>rd</sup> grade groups in your district?

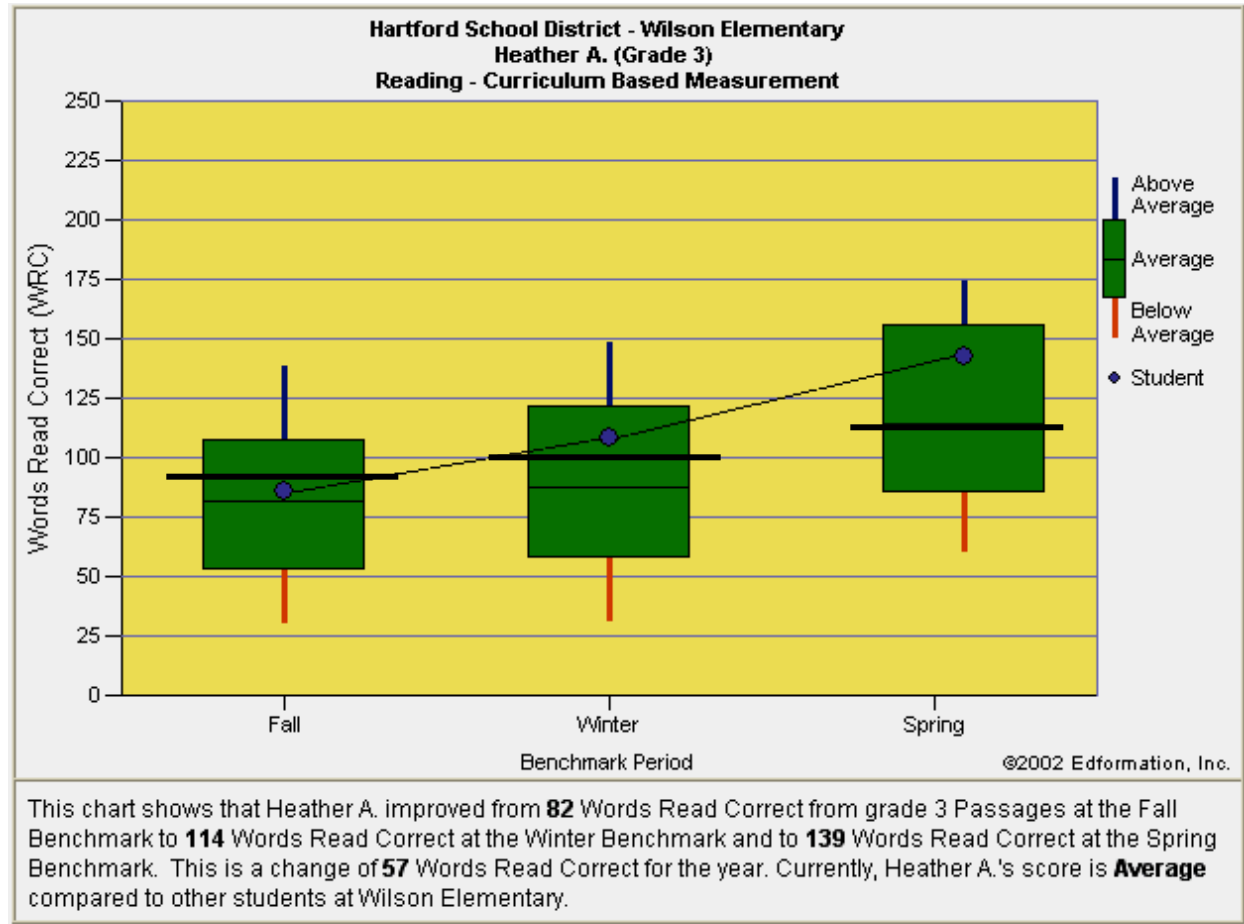




## Data to Know that **Things Went Well**

### QUESTIONS:

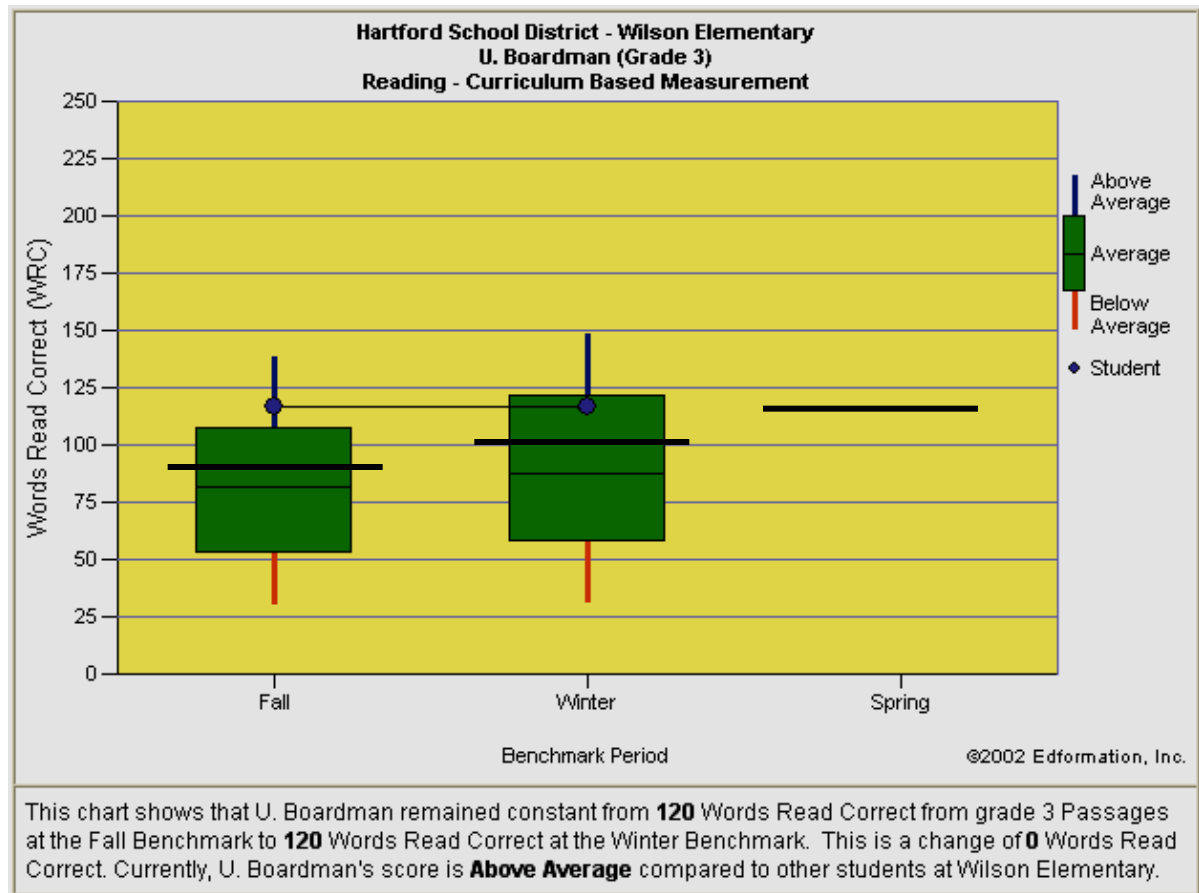
- What does report suggest about Heather A's progress?
- **SPRING:** Compared to Grade 3 peers at her school, is Heather performing in the:
  - **Well Above** Average Range?
  - **Above Average** Range?
  - **Average** Range?
  - **Below Average** Range?
  - **Well-Below Average** Range?



## Have Data to Know When Things Need Changing

### QUESTIONS:

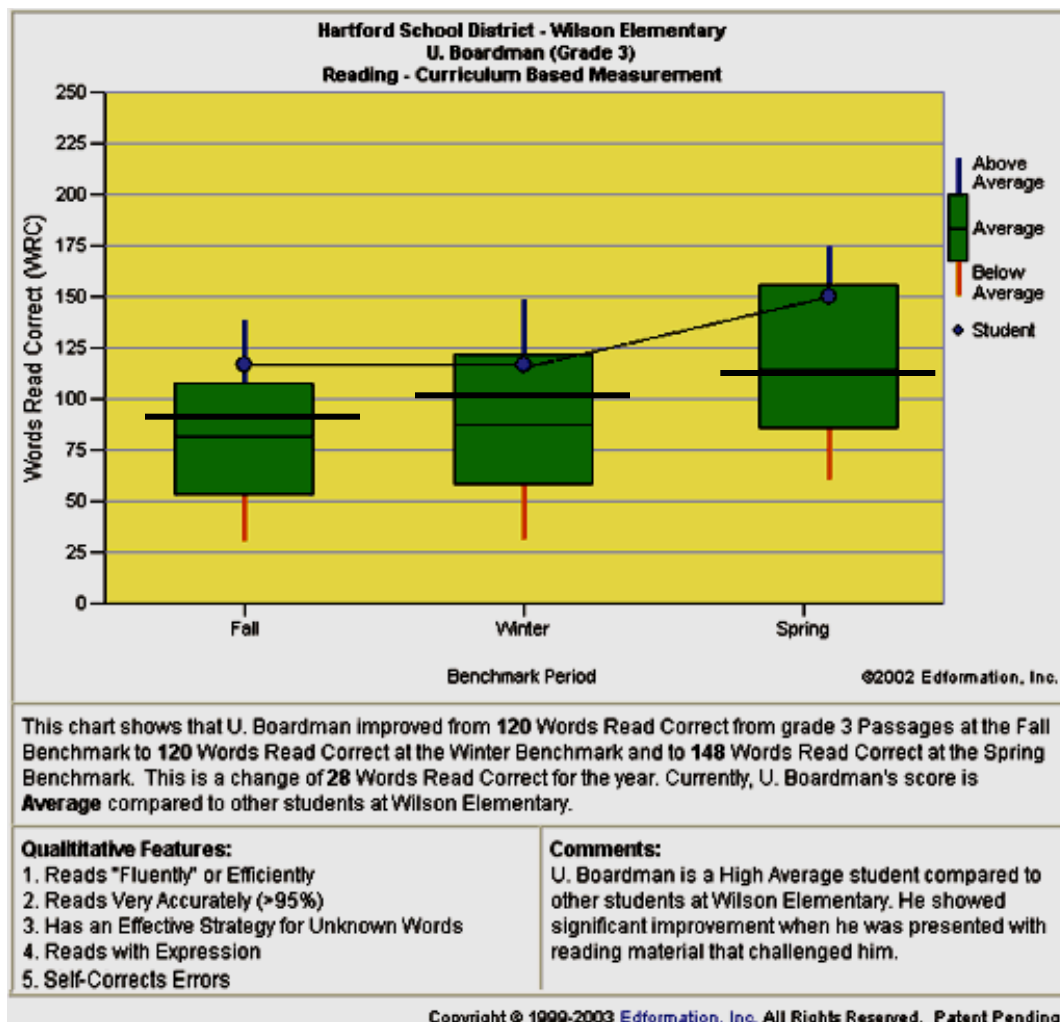
- What does report suggest about U. Boardman's progress?
- What are possible reasons why U. Boardman might not be making progress?
- What might happen if nothing is done to address U. Boardman's needs?
- Without this type of visual data, collected at each Benchmark period, do you believe U. Boardman's stagnation would have been quickly noticed otherwise?



## Data to Know that **Changes Made a Difference**

### QUESTIONS:

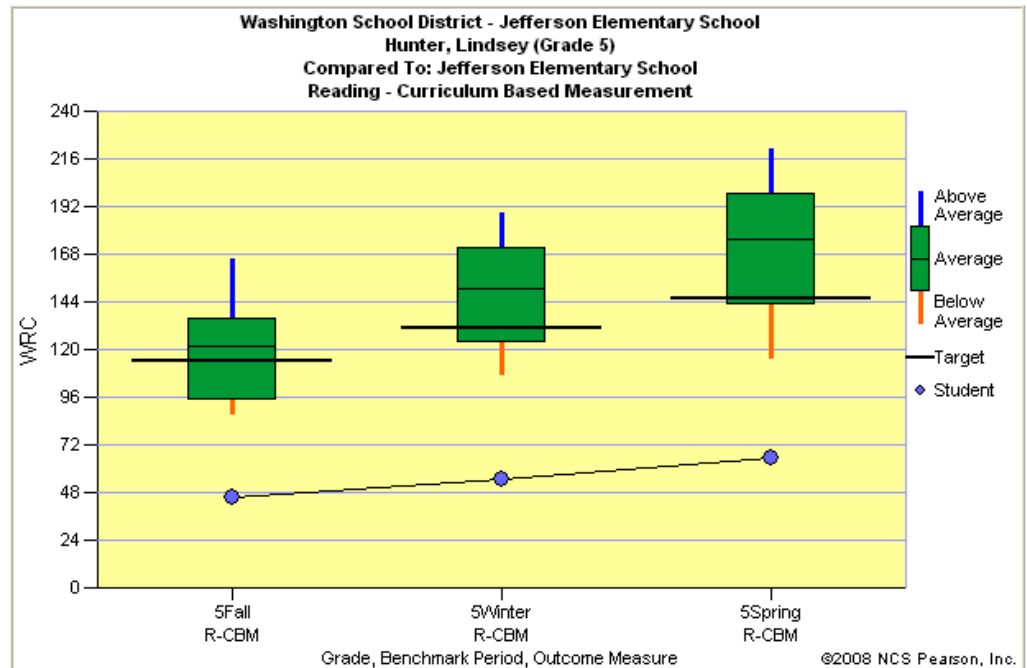
- What does report suggest about U. Boardman's progress by spring?
- What are possible reasons why U. Boardman might be making progress?
- What does this report suggest about the progress Grade 3 students made from winter to spring?
- Could program changes that impacted U. Boardman simultaneously positively impact the whole class?
- How could this report be used for parent conferences? Grade level team meetings? Other ideas?



# Identifying Students **At-Risk for Failure**

## QUESTIONS:

- What does report suggest about Lindsey's progress (Spring)?
- What are possible reasons why Lindsey might not be making progress?
- Based on this report, is Lindsey's instruction assisting her in closing the **performance discrepancy** between her school's Grade 5 peers?
- How would this report be helpful if Lindsey were not currently receiving Tier 2 support? Tier 3? Special Education / Special Programs?
- How would this report still be helpful if Lindsey **was already** receiving Special Education?



Benchmark Comparison: Jefferson Elementary School

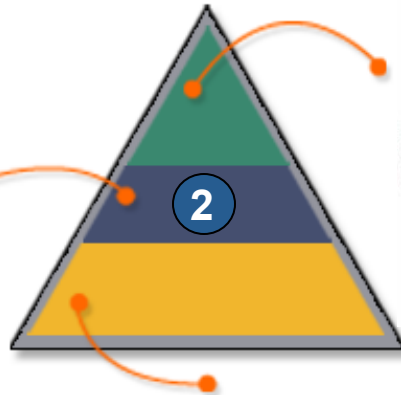
Outcome Measure	Year	Grade	Fall	Winter	Spring	Level of Skill	Instructional Recommendation
Reading - Curriculum Based Measurement (R-CBM)	2007-2008	5	45.0	54.0	65.0	Well Below Average	Begin Immediate Problem Solving (Jefferson Elementary School Spring Percentiles)

Lindsey Hunter improved from 45 Words Read Correct (WRC) from Grade 5 Passages at the Fall Benchmark to 65 Words Read Correct (WRC) at the Spring Benchmark. The rate of improvement (ROI) from the Fall Benchmark is 0.6 WRC per week. Currently, Lindsey Hunter's score is **Well Below Average** compared to Jefferson Elementary School Spring Percentiles. This was a score **less than 1** percentile compared to other students in the Jefferson Elementary School.

## Three-Tiered Assessment Model: Strategic Monitor



**TIER 2**  
**STRATEGIC MONITOR**  
Monthly monitoring for  
students who are  
questionable or of concern



**TIER 3**  
**PROGRESS**  
**MONITOR**  
Intensive monitoring  
towards specific goals  
for at-risk students



**TIER 1 BENCHMARK**  
Universal Screening

# AIMSweb as a Program Evaluation Tool:

## Schools May **Strategic Monitor** Monthly for students at Mild to Moderate Risk

Name	Corrects	Errors	Accuracy
Duncan, Michael	182.0	3.0	98.4%
Frost, Savanna	178.0	0.0	100.0%
<b>Well Above Average &gt;= 154.0 (90th %ile)</b>			
Mahmood, Kimberly	140.0	2.0	98.6%
Ewaldt, Marissa	137.0	2.0	98.6%
<b>Above Average &gt;= 128.0 (75th %ile)</b>			
Hartinger, Savanah	123.0	2.0	98.4%
Hadd, Madisen	122.0	4.0	96.8%
<b>Target = 114.0</b>			
Johnson, Lexie	111.0	5.0	95.7%
Kent, Matthew	98.0	5.0	95.1%
Cloud, Maya	98.0	9.0	91.6%
Johnson, Joseph	89.0	4.0	95.7%
<b>Average &gt;= 87.0 (25th %ile)</b>			
Davis, Travis	79.0	12.0	86.6%
Hunter, Lindsey	65.0	18.0	78.3%
Reeds, Jared	61.0	3.0	95.3%
<b>Below Average &gt;= 57.0 (10th %ile)</b>			
Berg, Hannah	54.0	2.0	96.4%
Gordon, Emma	52.0	14.0	78.8%
Martin, Michael	48.0	12.0	80.0%

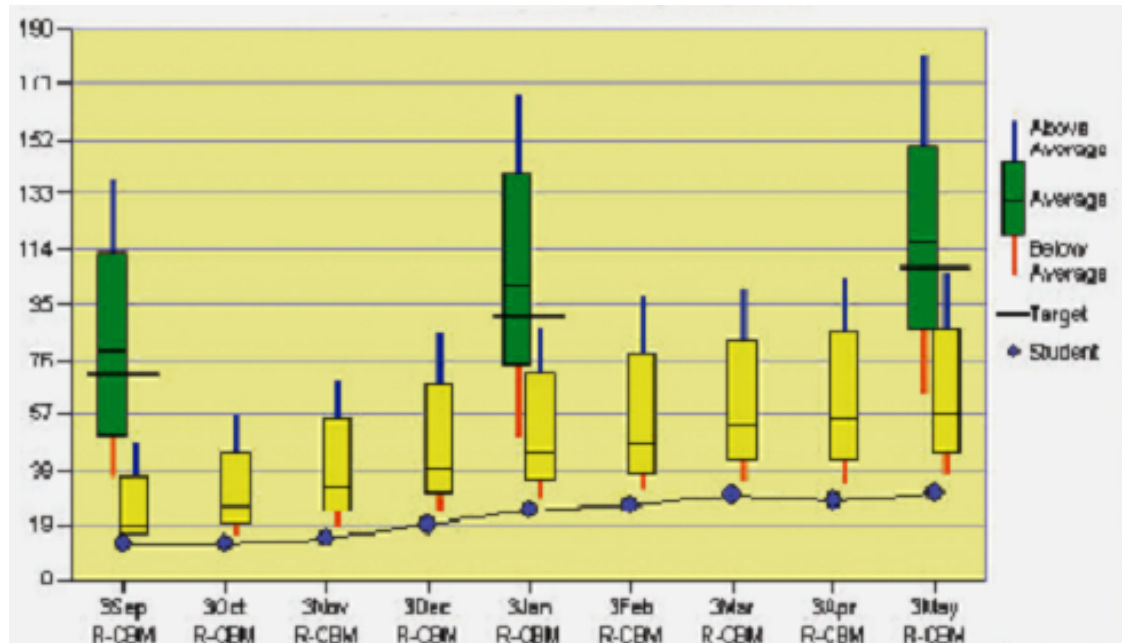


(All identifying information and scores are fictitious.)

# Tier 2: Strategic Monitor

**Strategic Monitor:**  
(1x/month)

Provides option to increase assessment frequency from three times per year to once per month for select students.

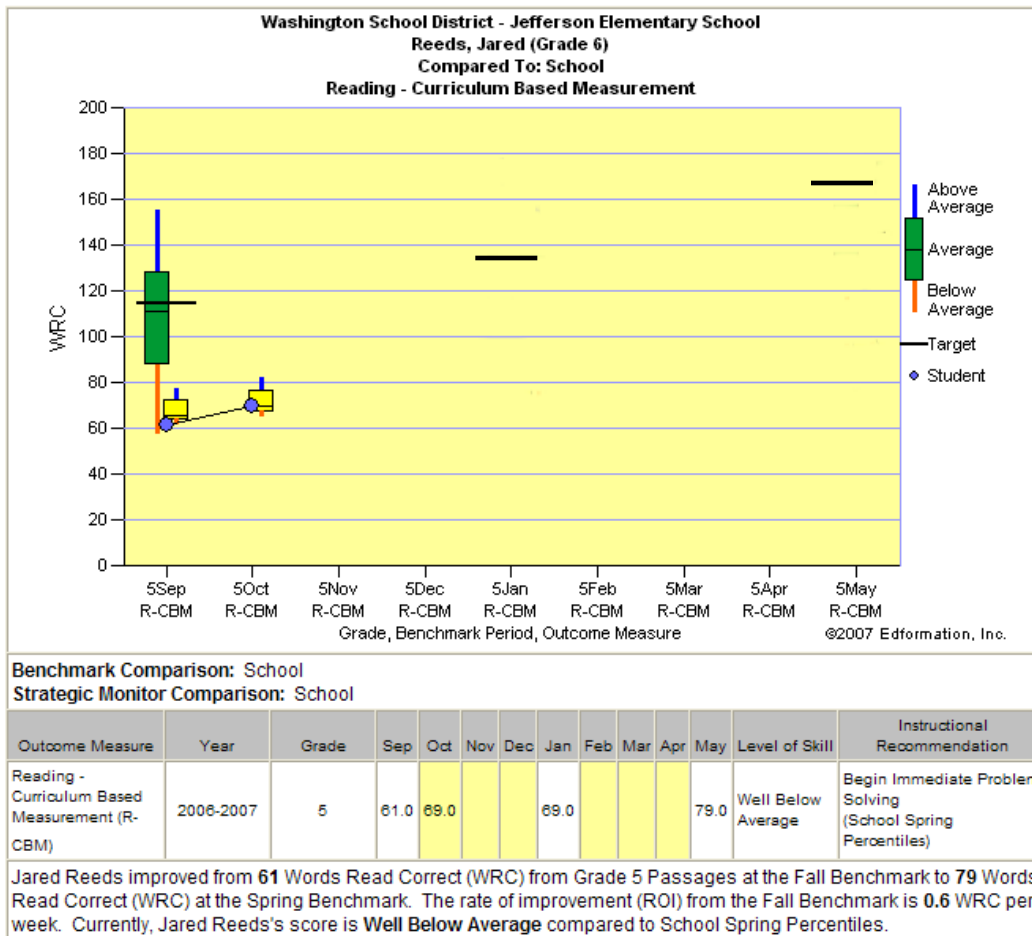


Example of Strategic Monitor report containing monthly data collected over a full school year

(All identifying information and scores are fictitious.)



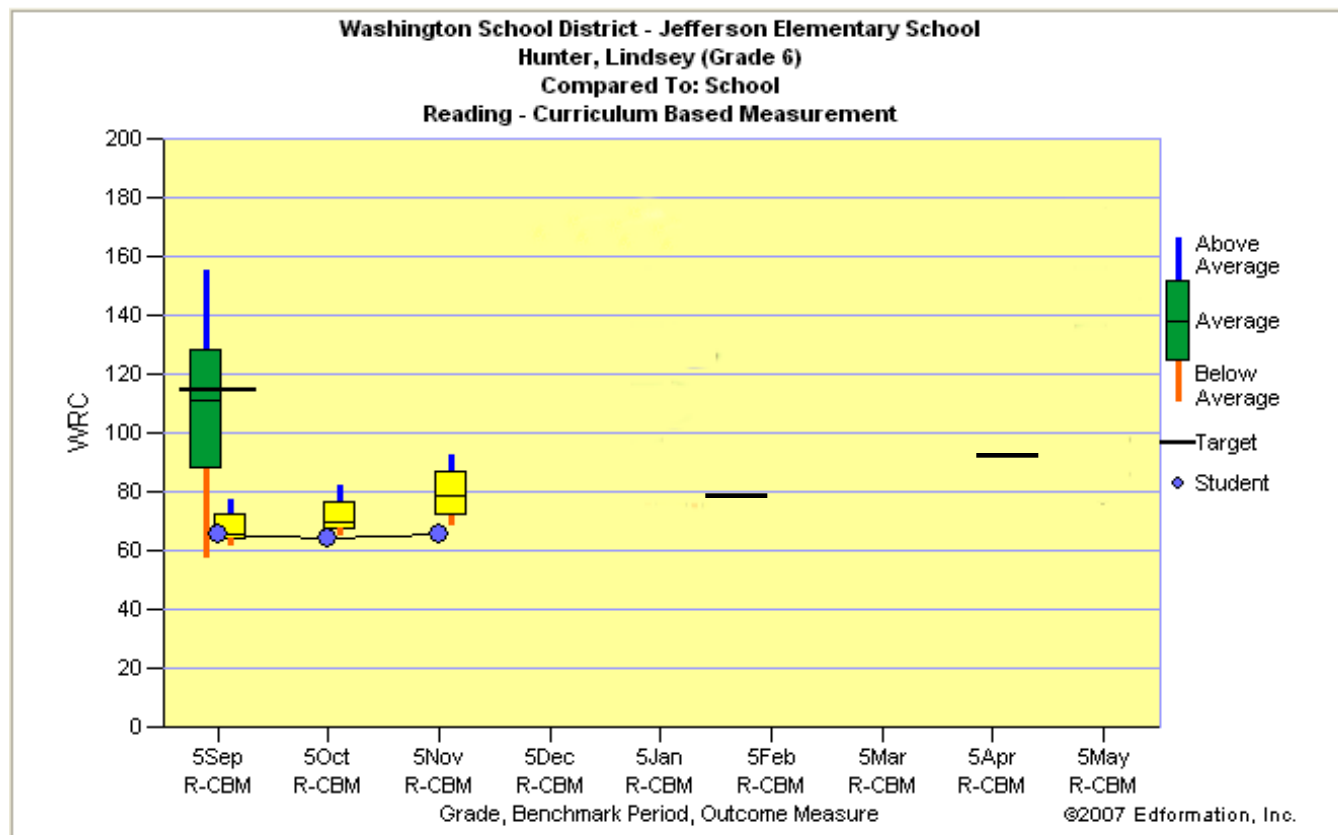
## Strategic Monitoring: October (Lindsey Hunter)



(All identifying information and scores are fictitious.)



## Strategic Monitoring: November (Lindsey Hunter)



### Benchmark Comparison: School Strategic Monitor Comparison: School

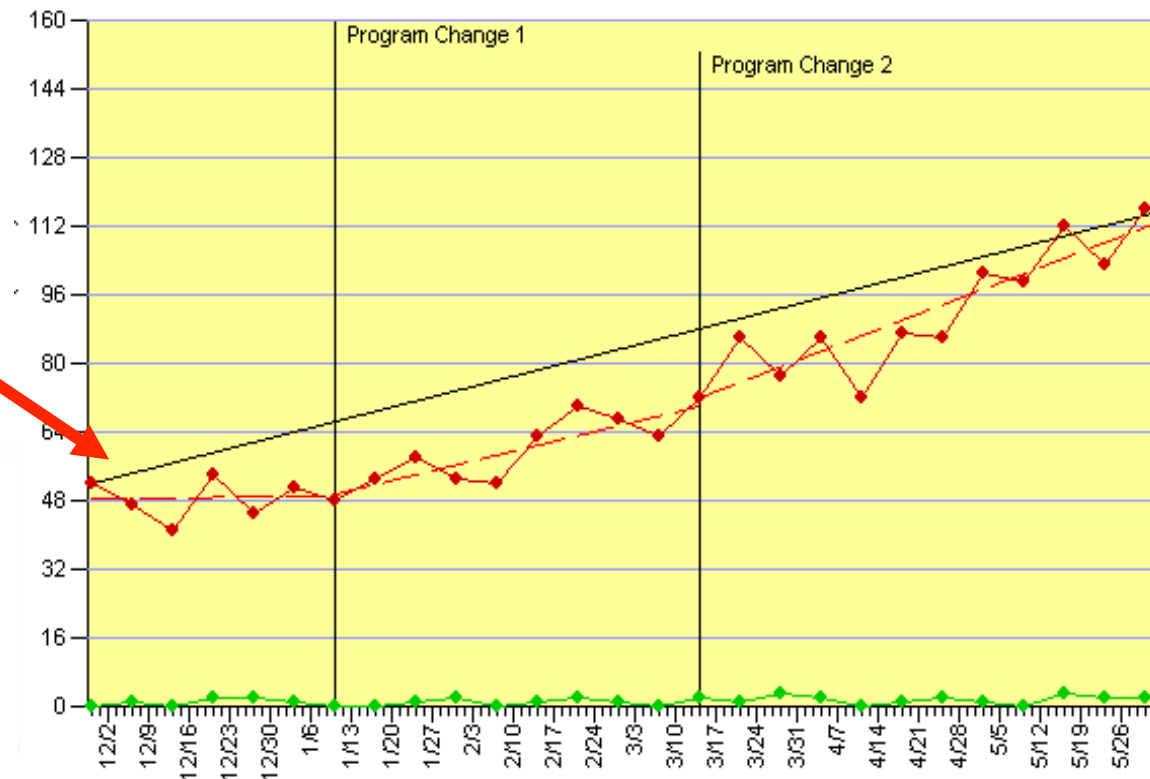
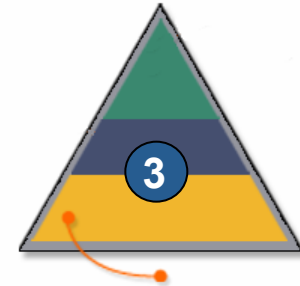
Outcome Measure	Year	Grade	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Level of Skill	Instructional Recommendation
Reading - Curriculum Based Measurement (R-CBM)	2006-2007	5	65.0	64.0	65.0		69.0				78.0	Well Below Average	Begin Immediate Problem Solving (School Spring Percentiles)

Lindsey Hunter improved from 65 Words Read Correct (WRC) from Grade 5 Passages at the Fall Benchmark to 78 Words Read Correct (WRC) at the Spring Benchmark. The rate of improvement (ROI) from the Fall Benchmark is 0.4 WRC per week. Currently, Lindsey Hunter's score is **Well Below Average** compared to School Spring Percentiles.

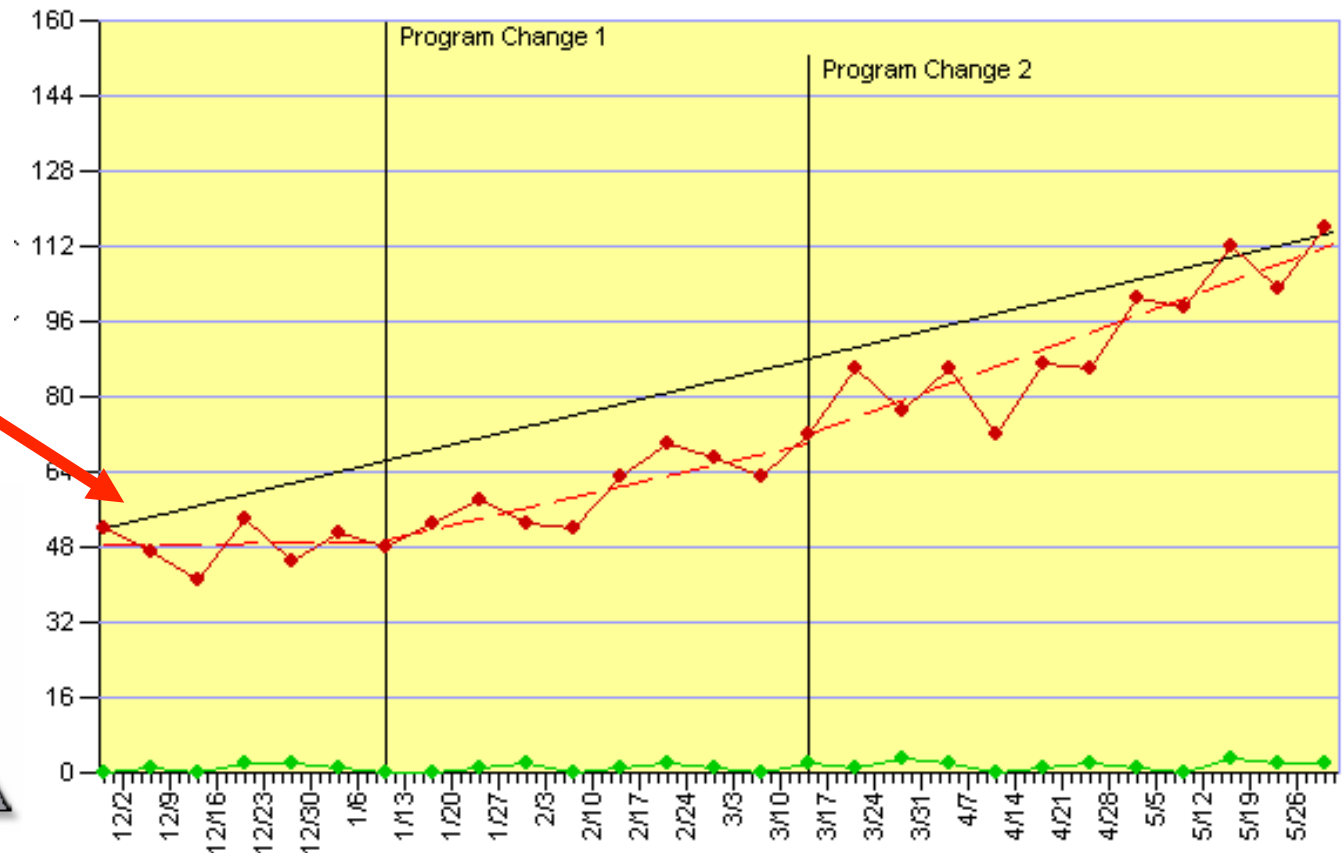
(All identifying information and scores are fictitious.)

## TIER 3: Progress Monitor

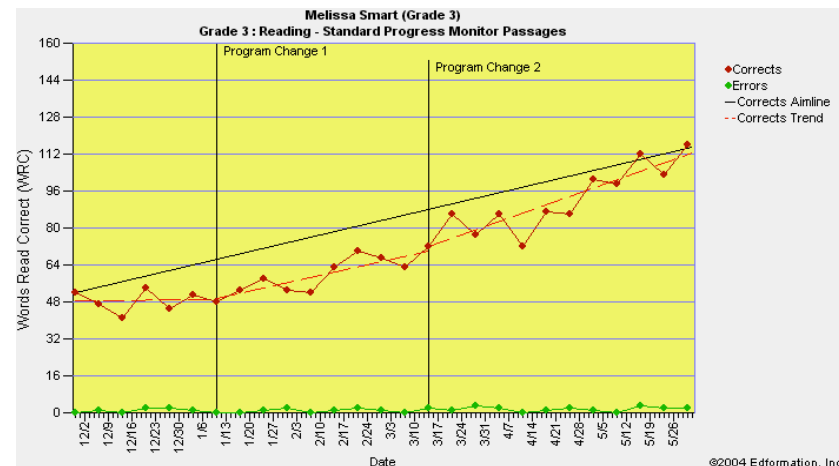
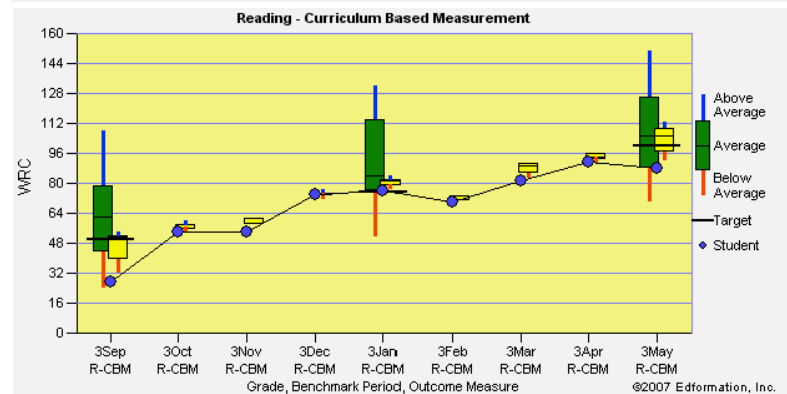
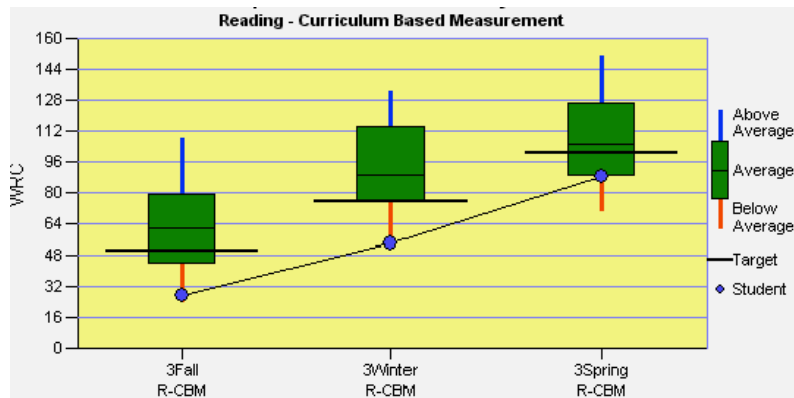
Intensive monitoring of individualized goals for students at-risk of failure



## Progress Monitor (Tier 3): Intensive assessment with adjustable frequency that matches need



(All identifying information and scores are fictitious.)



**Benchmark  
(Tier 1):**

3x per year

**Strategic Monitoring  
(Tier 2):**

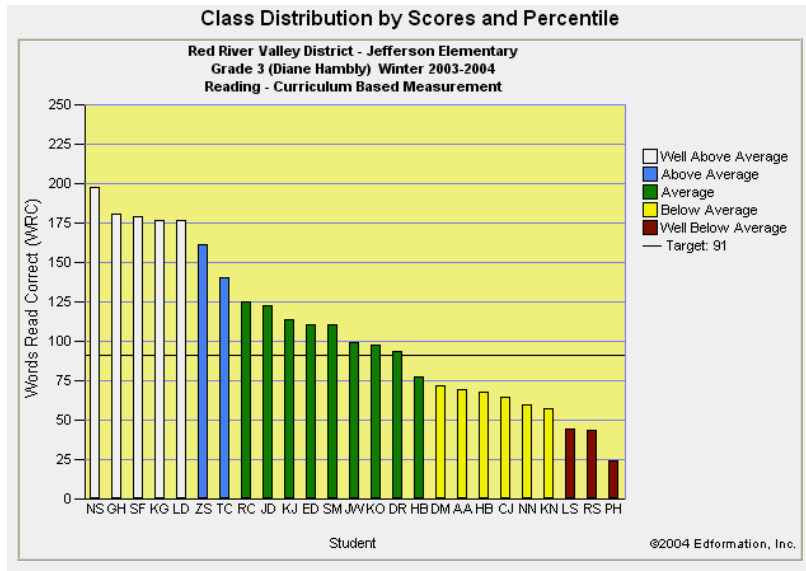
1x per month for select  
students  
at risk for educational  
difficulties

**Progress Monitor  
(Tier 3):**

Intensive assessment with  
adjustable frequency that  
matches need

(All identifying information and scores are fictitious.)

# At-a-Glance Views of Student Ranking & Growth



Reading - Curriculum Based Measurement

Name	Corrects	Errors	Accuracy	Performance Summary	Potential Instructional Action
Schumacher, Nels	197	3	98.5%	Well Above Average	Consider Need for Individualized Instruction
Hutton, Greg	180	0	100.0%	Well Above Average	Consider Need for Individualized Instruction
Fleeger, Sydney	179	1	99.4%	Well Above Average	Consider Need for Individualized Instruction
Gohman, Karina	176	1	99.4%	Well Above Average	Consider Need for Individualized Instruction
Darlow, Lindsay	176	0	100.0%	Well Above Average	Consider Need for Individualized Instruction
Well Above Average >= 165 (90th %ile)					
Scanlon, Zachary	161	3	98.2%	Above Average	Consider Need for Individualized Instruction
Clark, Tyler	140	4	97.2%	Above Average	Consider Need for Individualized Instruction
Above Average >= 139 (75th %ile)					
Connaker, Ryan	125	1	99.2%	Average	Continue Current Program
Dilts, Joey	122	0	100.0%	Average	Continue Current Program
Jensen, Kevin	113	1	99.1%	Average	Continue Current Program
Dunbar, Ellen	110	1	99.1%	Average	Continue Current Program
Mowry, Sandra	110	0	100.0%	Average	Continue Current Program
Williams, Jessica	99	4	96.1%	Average	Continue Current Program
Odegard, Keanna	97	2	98.0%	Average	Continue Current Program
Rootkie, Derick	93	2	97.9%	Average	Continue Current Program
Target = 91					
Braden, Hailey	77	2	97.5%	Average	Continue Current Program
Average >= 74 (25th %ile)					
Mackey, Darion	71	3	95.9%	Below Average	Further Assess and Consider Individualizing Program
Ames, Alex	69	8	89.6%	Below Average	Further Assess and Consider Individualizing Program
Ballis, Haley	67	3	95.7%	Below Average	Further Assess and Consider Individualizing Program
Jahnz, Carissa	64	2	97.0%	Below Average	Further Assess and Consider Individualizing Program
Nordrum-Mrst, Nate	59	3	95.2%	Below Average	Further Assess and Consider Individualizing Program
Nowling, Kari	57	6	90.5%	Below Average	Further Assess and Consider Individualizing Program
Below Average >= 49 (10th %ile)					
Strauss, Levi	44	6	88.0%	Well Below Average	Begin Immediate Problem Solving
Soman, Racheal	43	4	91.5%	Well Below Average	Begin Immediate Problem Solving
Hugill, Philip	24	4	85.7%	Well Below Average	Begin Immediate Problem Solving

# At-a-Glance Views of Student Ranking & Growth

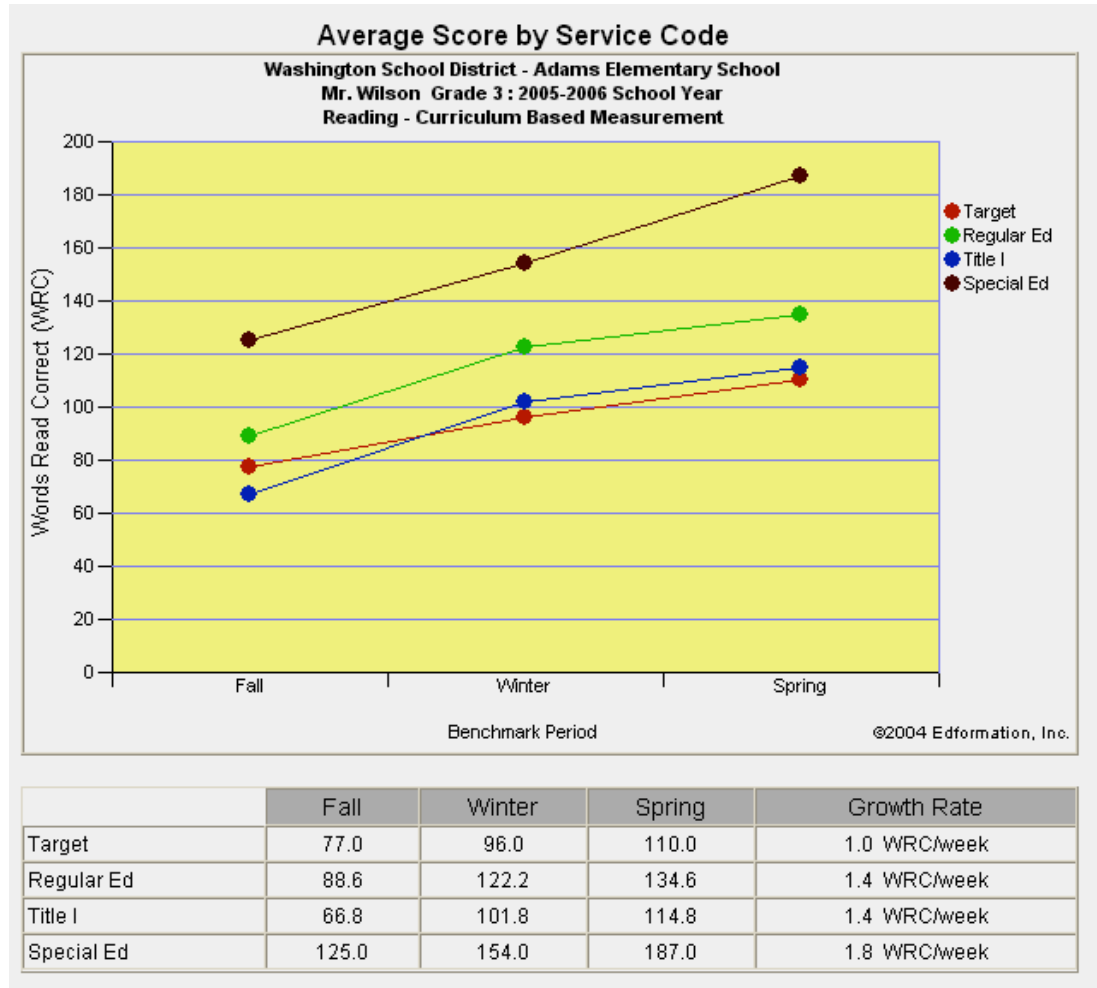
- Follow student progress over time.
- Sort by Service Code and enhance ability to conduct differential instruction, track progress by group type, and assess improvement.

Teacher ▲	Student ▲	Fall			Winter			Service Code Spring ▲		
		Corrects	Accuracy	SC	Corrects	Accuracy	SC	Corrects	Accuracy	SC
Targets		70			91			107		
Hambly	Hutton, Greg	149	98.0%	R	180	100.0%	R	211	99.5%	R
Hambly	Schumacher, Nels	157	96.9%	R	197	98.5%	R	196	98.5%	R
Hambly	Darlow, Lindsay	125	99.2%	R	176	100.0%	R	195	98.5%	R
Hambly	Fleeger, Sydney	161	100.0%	R	179	99.4%	R	194	99.5%	R
Hambly	Gohman, Karina	152	100.0%	R	176	99.4%	R	180	96.8%	R
Hambly	Clark, Tyler	123	93.2%	R	140	97.2%	R	170	96.6%	R
Hambly	Scanlon, Zachary	136	97.1%	R	161	98.2%	R	167	98.8%	R
Hambly	Jensen, Kevin	70	95.9%	R	113	99.1%	R	161	97.6%	R
Hambly	Ballis, Haley	132	96.4%	R	67	95.7%	R	158	100.0%	R
Hambly	Dilts, Joey	96	99.0%	R	122	100.0%	R	130	98.5%	R
Hambly	Connaker, Ryan	106	97.2%	R	125	99.2%	R	123	99.2%	R
Hambly	Dunbar, Ellen	90	98.9%	R	110	99.1%	R	122	98.4%	R
Hambly	Mowry, Sandra	86	93.5%	R	110	100.0%	R	118	100.0%	R
Hambly	Odegard, Keanna	53	94.6%	R	97	98.0%	R	117	97.5%	R
Hambly	Rootkie, Derick	75	98.7%	R	93	97.9%	R	115	99.1%	R
Hambly	Mackey, Darion	37	88.1%	R	71	95.9%	R	106	99.1%	R *
Hambly	Williams, Jessica	89	95.7%	R	99	96.1%	R	104	97.2%	R *
Hambly	Braden, Hailey	59	92.2%	R	77	97.5%	R	89	97.8%	R *
Hambly	Ames, Alex	38	88.4%	R	69	89.6%	R	87	95.6%	R *
Hambly	Jahnz, Carissa	44	93.6%	R	64	97.0%	R	86	98.9%	R *
Hambly	Nowling, Kari	40	88.9%	R	57	90.5%	R	70	94.6%	R *
Hambly	Nordrum-Mrst, Nate	54	94.7%	R	59	95.2%	R	68	98.6%	R *
Hambly	Strauss, Levi	19	70.4%	R	44	88.0%	R	57	95.0%	R *
Hambly	Soman, Racheal	24	88.9%	R	43	91.5%	R	53	94.6%	R *
Hambly	Hugill, Philip	12	54.5%	R	24	85.7%	R	30	81.1%	R *
Mean		85.1			106.1			124.3		
Median		86.0			99.0			118.0		
Number of Students Assessed		25			25			25		

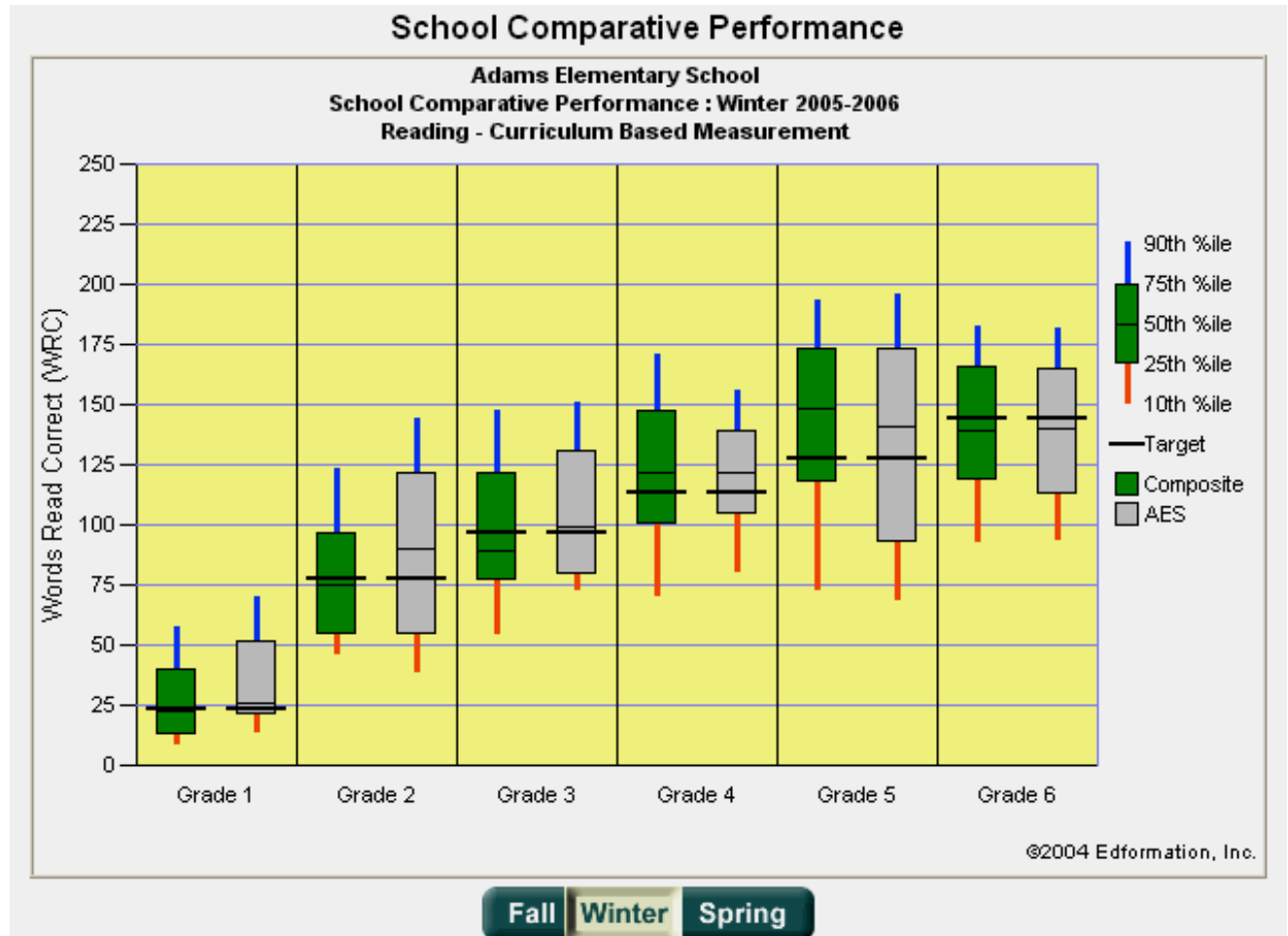
## Compare Sub-group Trends:

### Measure growth of:

- General Education
- Title 1
- Special Education
- ELL/ESL
- Meal Status groups
- Compare with your custom-set targets
- View weekly growth rates by group type



# Compare a School to a Composite





# Many More Reporting Options Available

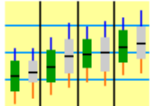
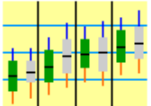
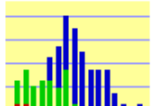
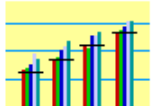
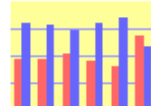
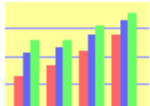
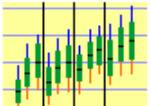
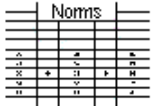
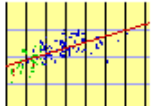
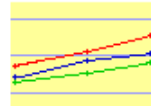
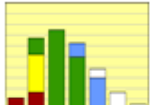
Manage
Scoring
Reports
Progress Monitor
Downloads
AIMSonline
My Account
Welcome

Choose

District: Washington School District Go
School: Adams Elementary School Go
Grade: K Go
Teacher: McKinley, Mrs. Go

## Customer Reports

Early Lit.
GGG
Early Num.
MIDE
Reading
R-Spanish
Math
Spelling
Writing
DIBELS

Customer Reports	R-CBM	R-Path	MAZE
Select the Outcome Measure to the right and the report you wish to view below.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
 <p>Compare Schools</p>  <p>Compare by Grade</p>  <p>Score Distribution</p>  <p>50th Percentiles</p>  <p>Above/Below Target</p>			
 <p>Avg. by Period</p>  <p>Norm Chart</p>  <p>Norm Table</p>  <p>Correlation</p>  <p>Improvement</p>			
 <p>Histogram</p>			

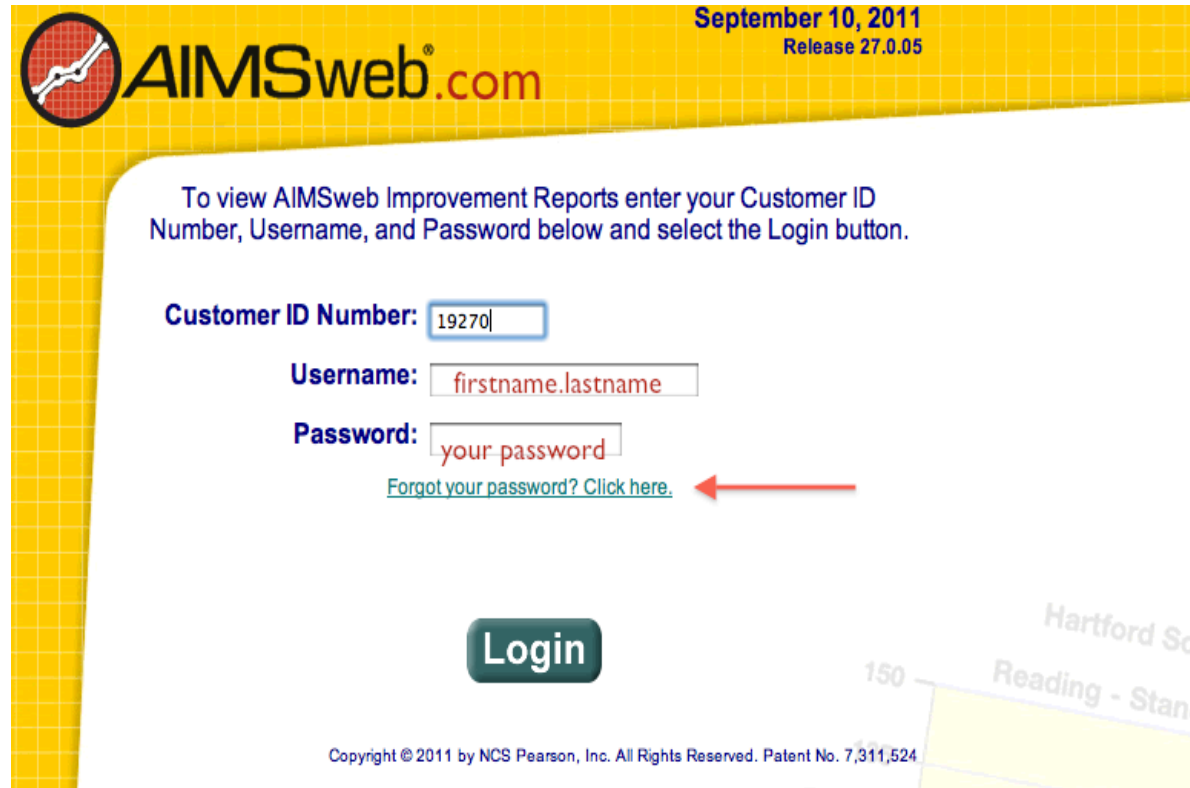
**Finally...**

AIMSweb®'s Progress Monitoring and data reporting system involves testing using simple general, **RESEARCHED** outcome measures.

It provides an **ONGOING** data base that reports progress and feedback for teachers, administrators, and parents, enabling everyone to make decisions about the growth and development of students' basic skills.

**Your data**, via AIMSweb®, is **professionally managed** by staff in a process that communicates that **YOU** are **in charge** of student learning.

Time for you to explore your own data and reports in Aimsweb.



September 10, 2011  
Release 27.0.05

To view AIMSweb Improvement Reports enter your Customer ID Number, Username, and Password below and select the Login button.

Customer ID Number:

Username:

Password:

[Forgot your password? Click here.](#) ←

Login

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Hartford Sci  
Reading - Stand  
150

If you don't yet have Fall data in the Aimsweb system, explore the data system through **last year's** data.



AIMSweb®

**Canyons SD**  
Piper Riddle (piper.riddle)

Click here to change the year. →

HELP | LOGOUT  
Last login : 09/10/2011  
✉ Message Center  
**Year: 2011-2012**

Manage Scoring Reports RTI Progress Downloads Forum My Account Welcome

Thank you for your attention  
and participation tonight!



\*\*\* Don't forget: Research Article assignments due next class